

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT
WASHINGTON STATE FOUR YEAR PLAN FOR VOCATIONAL EDUCATION
Fiscal Years 2000 to 2003

Table of Contents

The Washington State Four Year Plan for Vocational Education, Fiscal Years 2000 to 2003, is required under the Carl D. Perkins Vocational and Technical Education Act of 1998. The plan includes specific responses to the U.S. Department of Education's State Plan Guide.

	<u>Page No.</u>
Introduction	1
I. Planning, Coordination, and Collaboration.....	2
II. Program Administration	22
III. Accountability and Evaluation.....	55
IV. Special Populations and Other Groups	64
V. Tech Prep.....	68
VI. Financial Requirements.....	73
VII. Education Department General Administrative Requirements.....	78
Appendices:	
A/B Debarment and Suspension, Lobbying, Drug-Free	
C Non-Construction	
D Agency Organization Charts	
E Local Applications	
Secondary	
Post-Secondary	
Tech-Prep	

INTRODUCTION
To
Washington State Four Year Plan for Vocational Education
Fiscal Years 2000 to 2003
The Carl D. Perkins
Vocational and Technical Education Act of 1998

The Workforce Training and Education Coordinating Board, as the designated state board for vocational education, is pleased to submit *The Washington State Four Year Plan for Vocational Education, Fiscal Years 2000 to 2003*.

This plan, for the use of the Carl D. Perkins vocational and technical education federal funds together with other federal and state acts and initiatives, comprise the state's unified plan, *Washington State Unified Plan for the Workforce Development System*. The unified plan contains four sections:

- 1) The State Strategic Plan for Workforce Development;
- 2) The State Plan for Adult and Family Literacy;
- 3) The Carl D. Perkins Vocational and Applied Technology Education State Plan¹; and
- 4) The Workforce Investment Act (WIA) Title I-B and Wagner-Peyser State Plan

The state strategic plan describes and assesses the state's economy, the state's workforce, the state's workforce development system, the goals, objectives, and strategies for moving the system forward, and the state's performance accountability system. The Perkins plan aligns with all of the components of the strategic plan by supporting:

- the needs identified in the assessments of the economy, the workforce, and the delivery system.
- the priorities, goals, objectives, and strategies for moving the system forward.
- the performance accountability system.

Throughout the Perkins plan are descriptions of how Perkins resources will be used in compliance with the requirements of the Perkins law and to further the Washington State pursuit of a well-educated, multi-skilled, and flexible workforce capable of competing in a world economy with the best-educated, most innovative, and most productive people.

¹ For purposes of compliance with the requirements of a federal unified plan, P.L. 105-220, Title V, the secondary Perkins program will not be considered. State statute includes secondary vocational education in the state's comprehensive plan and consistency of the Perkins Plan with the state's comprehensive plan. This inclusion occurred prior to July 28, 1998.

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

The Workforce Training and Education Coordinating Board is the policy setting agency for the workforce development system in Washington State. Its mission is to bring together business, labor, and the public sector to shape the strategies to best meet the workforce training needs of all of Washington's students, workers, and employers in order to sustain a high-skill, high-wage economy. The workforce development system is a broader set of programs than defined by state statute as the state's training system. When referring to the state's system for the purposes of this plan the following programs are included:

- Programs and courses of secondary vocational and technical education
- Community college vocational and technical programs and courses
- Technical college programs, private career school and college programs and courses
- Employer-sponsored training
- Adult basic education programs and courses
- Programs and courses funded by the Workforce Investment Act, including Adult Basic Education programs
- Programs and courses funded by the Carl D. Perkins Vocational Education Act
- Publicly funded programs and courses for adult literacy education
- Apprenticeship
- Programs and courses offered by private and public nonprofit organizations that are representative of communities or significant segments of communities and provide job training or adult literacy services
- The Job Skills Program
- Vocational rehabilitation work-related training programs
- Worker Retraining programs
- Activities funded under Wagner-Peyser Act
- The WorkSource one-stop system for employment-related services

A.

<p>1. You shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including employers, labor organizations, and parents), an opportunity to present their views and make recommendations regarding the State Plan.</p>

The Workforce Training and Education Coordinating Board, also referred to as the Workforce Board, sought public input through a variety of strategies.

a. Public Hearings on the Perkins Plan were conducted in coordination with solicitation for input on the *Washington State Unified Plan for the Workforce Development System*. The state's unified plan is comprised of four component plans:

**State Strategic Plan for Workforce Development
State Plan for Adult and Family Literacy
Carl D. Perkins Vocational and Applied Technology Education Act State Plan
Workforce Investment Act Title I-B and Wagner-Peyser State Plan**

Publicity for the Public Forums began with announcements in local newspapers, on the Workforce Board's web site, and in the Workforce Board's Newsletter. The announcement on the web site began on January 6, 2000, and the Newsletter was published on January 4, 2000, with a distribution to 642 interested stakeholder groups and individuals.

The newspaper announcements occurred as follows:

Public Hearing Notice

On __ (date) __, the Workforce Board will conduct a PUBLIC FORUM in __ (city) __ to obtain testimony regarding the State's Unified Plan for the Workforce Development System. The Unified Plan has four Component State Plans:

- 1. Strategic Plan for Workforce Development**
- 2. Plan for Adult and Family Literacy**
- 3. Carl D. Perkins Vocational and Applied Technology Education Act Plan**
- 4. Workforce Investment Act Title I-B and Wagner-Peyser Plan**

The forum will be held from 5:30 p.m. to 8:30 p.m. at:

Place:

Address:

The Unified Plan (and other public forum times and locations) can be found on the Workforce Board's web site at www.wa.gov/wtb or you may contact Barbara Mix at (360) 586-3322 or bmix@wtb.wa.gov. Individuals requiring special accommodations should contact Barbara Mix at least 7 days prior to the hearing date.

Individuals may submit written comments by January 28, 2000.

Mail to: Workforce Board
P.O. Box 43105
Olympia, WA 98504-3105

Announcement Schedule

Spokane *The Spokesman Review*
January 6 and 7, 2000

Vancouver	<i>The Columbian</i> January 13 and 14, 2000
Seattle	<i>The Seattle Times</i> January 16, 2000 <i>Post Intelligencer</i> January 16, 2000
Bellingham	<i>The Bellingham Herald</i> January 16 and 17, 2000
Tacoma	<i>The Tacoma News Tribune</i> January 16 and 17, 2000
Yakima	<i>Yakima Herald Republic</i> January 16 and 17, 2000
Pasco	<i>Tri-City Herald</i> January 17 and 18, 2000
Wenatchee	<i>Wenatchee World</i> January 19 and 20, 2000
Walla Walla	<i>Union Bulletin</i> January 20 and 21, 2000

On December 21, 1999, invitations from the Governor to participate in the Public Hearings were sent to key stakeholders with announcements to the following list.

Local Workforce Development Council/Private Industry Council Members
Community and Technical College Presidents
WorkSource/Job Service Center Directors
Chambers of Commerce
Local Elected Officials
Industry Associations
Washington Association of Vocational Administrators
Washington Association for Career and Technical Education
Washington State Labor Council and Central Labor Councils
State Board of Education
Vocational Skills Centers
Washington Federation of Private Career Schools and Colleges
Economic Development Councils
Adult Basic Education Advisory Council
School-to-Work Coordinators
Tech-Prep Coordinators
State Board for Community and Technical Colleges
Office of Superintendent of Public Instruction
Washington Association of Occupational Educators
Washington State Senate and House of Representatives
Legislative Staff
Community Action Agencies and other Community-based Organizations

Washington State Parent Teacher Association
 Washington Education Association
 Washington Federation of Teachers
 Vocational Technical Council Directors
 National Association of Independent Business
 State Administrators of Workforce Development Programs
 Division of Vocational Rehabilitation Regional Administrators

The state unified plan and component parts were posted on the Workforce Board's web site on January 6, 2000, at www.wa.gov/wtb. Hard copies or e-mail versions of the plans were available by request. A notice of the posting and a reminder of the times, dates, and places were sent to all individuals and groups originally invited by the Governor. The unified plan with its component parts was also available at the Public Forums and at the videoconference sites listed below.

<u>Date and Time</u>	<u>Location</u>	<u>Address/Room Number</u>
January 13, 2000 5:30 to 8:30 PM	Spokane	Spokane Falls Community College 3410 W. Fort George Wright Dr. Spokane, WA 99204 Senate Chambers SUB #17
Attendees: 24		
January 20, 2000 5:30 to 8:30 PM	Vancouver	Clark County Vocational Skills Center 12200 NE 28 th St. Vancouver, WA 98682 Conference Room
Attendees: 23		
January 25, 2000 5:30 to 8:30 PM	Seattle	Seattle Public Schools – Mercer Middle 1600 S. Columbia Way Seattle, WA 98108 Mercer Middle School Cafeteria
Attendees: 23		
January 27, 2000 5:30 to 8:30 PM	Pasco	Columbia Basin College 2600 N. 20 th Ave. Pasco, WA 99301-3379 West Dining Room
Attendees: 26		
January 26, 2000 Wednesday Evening 5:30 to 8:30 pm	Tacoma Bellingham Walla Walla Wenatchee Yakima	Videoconference Sites
Attendees: 30		

Input was also solicited at regular meetings of key stakeholder groups. Groups included Washington Association of Vocational Administrators, Regional Associations, and Washington Association of Occupational Educators.

b. Written comments were invited by either direct mail or e-mail to the addresses listed below. A survey form (available on January 6, 2000) facilitated making comments. The survey was available either on the Workforce Board web site or by calling the Workforce Board.

Written comments on the plans were submitted to:

State Strategic Plan

Martin McCallum
Workforce Board
PO Box 43105
Olympia, WA 98504-3105
(360) 586-0151 (phone)
(360) 664-3669 (fax)
E-mail mmccallum@wtb.wa.gov

Adult and Family Literacy

Israel David Mendoza
SBCTC
PO Box 42495
Olympia, WA 98504-2495
(360) 753-3662 (phone)
(360) 664-8808 (fax)
E-mail imendoza@sbctc.ctc.edu

WIA Title I-B and Wagner-Peyser Plan

Leslye Miller
Employment Security
PO Box 9046
Olympia, WA 98507-9046
(360) 438-3268 (phone)
(360) 438-4660 (fax)
E-mail lmiller@esd.wa.gov

Carl D. Perkins

Marlene Coplen
Workforce Board
PO Box 43105
Olympia, WA 98504-3105
(360) 753-5680 (phone)
(360) 664-3669 (fax)
E-mail mcoplen@wtb.wa.gov

Comments were accepted until January 28, 2000.

<p>2. A summary of [the above] recommendations and the eligible agency's response to such recommendations shall be included in the State Plan.</p>

Included in this section is a summary of comments made on the state's unified plan. Responses to recommendations for vocational-technical education are included at the end of the section.

Apprenticeship

- A premier model. It works. It's proven. No need to re-invent.
- Wage progression – offering a “family wage” with benefits.
- Industry verifies the skills and their standards.
- Non-traditional opportunities – has recruitment goals.
- Money for more coordinators could help to grow the number of apprenticeable trades. The trust fund cannot pay for apprenticeship preparation.
- A cooperative of high schools in northwest Washington has articulation agreements for apprenticeship preparation.
- Apprentices are employed compared to other unemployed adult students who face economic/program time limits while attending school.

Rapid Response

- We must have the capability to respond much earlier – at the first signals. Example: A business kept from closing when a union connected the employer to a Department of Commerce ISO 2000 grant. Employers have no idea of available resources.
- Peer to peer counseling to help discouraged – proven model.
- Government training rules and UI rules should be unified, not competing.

Adult Basic Skills

- Some immigrants are highly skilled/intelligent, but lack certain basic skills. Recommendations lack basic skills/ESL with higher-level course instruction. Be culturally sensitive.
- If the goal is high skill jobs while we have adults functioning at a fourth grade level, we will be working at cross purposes, unless high-end and low-end (ABE) “silos” are more integrated.

Teachers – Recruitment/Retention

- Teachers in high demand trades are leaving for better pay in industry. How do we attract others? We need teacher incentives and employers subsidizing part of their wage.
- Teachers need more industry worksite exposure
- Teachers need updated equipment (industry partnerships help).
- Teachers need help with assistive technology.
- Adults recruited from industry to teach need teacher training.
- Counselors need to be brought up to date on employment options/opportunities and real facts about demand occupations and wages.

WorkSource

- Our workforce training partners (for WorkSource) work together easily, but when we get to money and funding, we come right up to a wall. Community Colleges don’t have money to put into the system. Provisions should be made for WorkSource funding.
- There are millions of dollars coming into the system through the Department of Social and Health Services (DSHS). Why aren’t welfare savings used to support WorkSource? A pilot project ought to be tried where DSHS contributes funding to help pay for the WorkSource Center.
- Retention and wage progression can really only be tackled if employers know that WorkSource exists. They don’t.
- The plan is vague about the distribution of funding in WorkSource and other areas. It should be more specific.
- WIA lists mandatory partners. Many organizations are not direct partners. They are feeling excluded from the process. The key to WorkSource success is the partnership. We aren’t there yet.
- Locals should get creative around WorkSource funding and not make it a barrier. The state can help by removing funding barriers (“silos”) when they can.

Workforce Training Funding

- Pleased to see information on skill standards in Chapter 5 of the Strategic Plan. We must make resources available to translate the standards into curriculum. That concept is important. Goes back to DACUMs, which sat on shelves.
- Send money.
- There are still too many funding silos.

WorkFirst

- WorkFirst functions in a parallel universe (different planning meetings addressing the same populations and employers).
- More attention needs to be paid to retention issues with welfare people.

Rural/Urban Washington

- Recognize the unique challenges in rural Washington.
- The plans need to address the rural/urban economy problem. There are few good jobs in the “other Washington.” The Workforce Board can take a role by supporting rural economic development, education, and linking people to jobs. It is important that people in rural areas have better access to education, like distance learning.

Additional Comments

- We heard people at each site congratulating the strategic plan.
- OSPI has the mandate role for education; the Workforce Board should have a supporting role, not a governing role regarding performance standards, etc.
- Comment on Chapter 5 – “This is a great start. It identifies strategies, but stops there. What’s the next step?”
- Cross-state reciprocity agreements for WIA training vouchers need to be worked out. (This was repeated in more than one site.)
- Age discrimination – it’s out there, folks.
- K-12 system does not have adequate MIS tracking – we need to know more about student outcomes.
- Customized training should not be too job-specific or else adults cannot make lateral moves – cross training is a key job retention strategy.
- A Call to Parents is a powerful message to parents. We need more of this (two sites commented on this).
- Lots of the plan speaks to concern about pushing in performance areas to bump up wages. But we don’t have the jobs or the educational infrastructure.
- Liked Chapter 5 with the exception of one area. The Westat study says that people shouldn’t be trained for low-income jobs. Many of these jobs, adult care, early childhood education, etc., require training – and these are good career beginners for some and career choices for others.
- Strategies should be developed to help ex-felons find and retain employment.

Comments Related to Vocational Education

- Washington Assessment of Student Learning (WASL) requirements and pressure for passing the test will result in shifting more resources to academic classes at the loss to vocational education and work-based learning opportunities. After a child is informed they failed the fourth grade WASL and the seventh grade tests, without work-based opportunities to motivate and connect them with their future, they will drop out sometime in high school. What will the post-certificate of mastery be? What role will vocational education have in it?

While this comment relates to an issue larger than the Perkins Plan, it is an issue of great concern for vocational education in general in Washington State. The Workforce Board at its February 18, 2000, meeting discussed its recommendation to the State Board of Education regarding a new set of high school graduation requirements that are consistent with the state’s education reform efforts. The Workforce Board is an advocate for the preparation of secondary students with foundation workplace skills needed in today’s knowledge-based economy. The Board supports career pathways, student proficiency in general workplace skills, personal education plans, work-based learning opportunities, individual student portfolios, culminating projects, and the revision of secondary vocational-technical education program standards to include “exploratory” and “preparatory” vocational-technical programs. These standards include incorporating workplace skills into the definition of “exploratory” courses. While this is still a work in progress, these decisions by the State Board of Education will mold the answers to the questions regarding the definition of high school beyond the certificate of mastery, and thus, the future role of vocational education.

- Recommend that the Workforce Board adopt the federal Perkins Indicators as the only indicators of performance for secondary vocational education as it relates to Perkins funds.

Since 1991, the state statutes have included programs and courses of secondary vocational education in the definition of the state training system. Also contained in state statute is the mandate for the Workforce Board to develop a comprehensive state plan (now the state’s unified plan), and common core data and standards for the operating agencies of the state’s

training system (now included in the state's Strategic Plan, as part the state's unified plan). An interagency group of accountability representatives have met regularly since 1994 to develop these common indicators and standards and to develop the state core indicators, measurement strategies, and levels of performance.

The Workforce Board adopted the state core indicators for performance November 10, 1999.

- Recommend that the Workforce Board doesn't attempt to evaluate both Perkins and Workforce Investment Act with the same criteria.

The same state statute referenced above guides the Workforce Board in developing performance measures that are as consistent as possible across all workforce development programs that are part of the identified training system of the state. The performance measures for Workforce Investment Act programs and the Perkins vocational-technical programs have much in common with the state core indicators. Specific required indicators for both Perkins and WIA will be evaluated.

- Recommend that the Workforce Board develop a plan, in partnership with OSPI and SBCTC, that defines how each of the federal Perkins indicators will be measured, including any associated costs.

The Workforce Board has developed the plan in partnership with OSPI and SBCTC, including the development of the Perkins indicator measures and adjusted levels of performance, additional state core indicators, methods of measurement, and adjusted levels of performance. The plan for the assignment of any additional associated costs is still a work in progress, but will continue to be in a partnership mode.

- Recommend the Workforce Board revisit its role as a support agency to assure that you are assisting and complementing OSPI and SBCTC in achieving their performance goals.

The Workforce Board continues to support OSPI and SBCTC is achieving their performance goals. OSPI and SBCTC are members of the Interagency Committee (IC) and the Performance Management for Continuous Improvement (PMCI) group. The IC is a group of workforce development agency representatives that help guide the work of the Workforce Board to assure that it is complementary and supportive of their individual agency efforts. The PMCI is a group of workforce development agency accountability representatives who have worked together since 1994 on the development of the state's common performance indicators, the core state measures, and performance goals.

- The following terms should be changed:
 1. "Pre-apprenticeship" should be changed to "apprenticeship preparation" to help individuals understand the distinction between an application to a Joint Apprenticeship Training Committee and the preparation for that opportunity.
 2. "High wages" should be defined to include benefits. The term "family wages and benefits" should be substituted for clarification of what is to be included in calculations across programs.

The terminology has been changed throughout the plan, except when referring to other source material where the terms “pre-apprenticeship” or “high wages” have been used.

3. You shall develop the State Plan in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations in the State, and shall consult with the Governor of the State with respect to such development.

a. The Workforce Board, as the eligible state agency, has used a consultative process in the development of the State Plan for Perkins funds from the very beginning. Activities included: approval of the work plan and time schedules for the development of the Transition Plan and the state unified plan; selection of discussion topics; approval of policy issues, oversight of coordination of Perkins with the state’s Strategic and Unified planning processes; and approval of stakeholder input strategies. The Workforce Board is itself a key stakeholder group with representation from the state’s education and training delivery systems, statewide business and labor organizations, targeted populations and statewide social service delivery systems, and from local elected officials. The Board’s chair represents the Office of the Governor.

In addition, the state’s development of local workforce development councils, as created by the Workforce Investment Act, define and require a broad range of partners working with local elected officials at the local level. All partners are to participate in the development of interagency agreements on methods of operation and coordination. These agreed-upon roles and responsibilities are called Memorandum of Agreements (MOAs) and are included as part of the local application for certification that the Workforce Board reviews and makes recommendations on certification by the Governor. Draft certification requests were due on February 1, 2000, and Final Plans were due by March 15, 2000.

b. The process of involving key stakeholders in the development of the plan began with an introduction to the new Perkins Act. The Workforce Board, in cooperation with SBCTC and OSPI, held a workshop on January 7, 1999, to present the newly enacted federal law for vocational-technical education. The workshop was designed to provide an overview of the new legislation, including:

- How Perkins III differs from Perkins II
- What are the state’s policy-making issues
- What are the accountability requirements
- What are the required uses of funds
- Who needs to be involved

The invitee list included a broad range of individuals and organizations that need to be familiar with the requirements of the new law:

- Adult Basic Education Program Directors and Advisory Council Members
- Washington Association of School Administrators
- Association of Washington Business
- Workforce Training and Education Coordinating Board members and staff
- Community Action Agencies and other Community-based Organizations
- Community and Technical College Presidents and Vocational Directors
- Central Labor Councils

- DSHS Community Service Vocational Rehabilitation Office Directors
- Economic Development Councils
- Education Service District Superintendents
- Governor's Small Business Improvement Council Members
- Workforce Development Interagency Committee
- Journeymen and Apprenticeship Training Committees
- Joint Council of Teamsters Members
- Washington State Labor Council Vice Presidents and Education Committee Members
- One-stop Contacts and Workgroup Members
- Private Industry Council Chairs and Service Delivery Area Directors
- Regional Workforce Alliance
- School-to-Work Coordinators, Tech-prep Coordinators, and Vocational Directors
- School Superintendents
- Washington State Apprenticeship Coordinators and Training Council Members
- Washington Vocational Association Board Members
- Washington State PTA Board Members
- Washington Federation of Teachers
- Washington Education Association
- Vocational Student Leadership Organizations
- Corrections Alliance Members
- Washington Association of Vocational Administrators
- Workforce Investment Act Workgroup Members

Ellen O'Brien Saunders, Executive Director of the Workforce Board, welcomed the attendees. She then introduced the Executive Director of the National Association of State Directors for Vocational and Technical Education Consortium, Kimberly Green, as a guest speaker.

Ms. Green's presentation described the historical context of the Congress and Administration from which the new legislation sprang. The Act provides states with: (1) more flexibility while at the same time requiring increased accountability, (2) fewer regulations, (3) increased opportunities to coordinate with other workforce preparation efforts, and (4) support to improve vocational education programs within the realm of on-going state education reform efforts. She encouraged the state to fully embrace the intent as well as the letter of the new law as we developed our implementation strategies and plans. Workforce Board staff walked through the requirements of the new law and highlighted the policy issues the Board will be discussing over the course of the year. Areas within the new law where significant changes were made included accountability requirements, required uses of funds, services for special populations, equity activities, corrections, and tech-prep.

Following the overview, the over 100 attendees selected one of three breakout sessions (secondary, postsecondary, general) that best matched their program/area of interest. Staff from the Workforce Board, SBCTC, and OSPI facilitated discussion in each of the breakouts. The primary purpose of the breakout sessions was to gather questions and comments from practitioners and interested parties. Some common themes that emerged from these sessions were:

- Without specific set-asides and emphasis on special populations, how are we going to assure that service issues are addressed?
- How are Community-based Organizations and other stakeholders going to be involved at the local and state level?
- What will be the connection to Workforce Investment Boards and Unified Planning?

- How will career guidance information come to the locals? From where?
- What about assessments and accountability measures? What will they be? How will they be quantified?

The comments and questions from each of the breakout sessions were presented to the entire group and formed the basis for future Perkins III planning and policy discussions and decisions for the Workforce Board and within the secondary and postsecondary systems.

c. Multiple interagency staff sessions were held over a period of 18 months during the planning process and the implementation of Perkins III. Attendees included key staff representatives from the OSPI, SBCTC, the Workforce Board, and the state's Corrections Alliance. In some instances the representatives were fiscal staff, in other instances program staff, including program staff working with targeted populations. Staff reached agreement on how the changes relating to Perkins III would impact the state and how they could best implement the new law and best support the state efforts of education reform, skill standards, articulation, and accountability for continuous improvement.

d. OSPI, SBCTC, and the Employment Security Department (ESD) - Corrections Clearinghouse, provided opportunities for secondary, postsecondary, and corrections local service providers to consult on issues that impacted their respective systems.

<p>4. You shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals described in [Sec.122(b)(1)] to participate in State and local decisions that relate to development of the State Plan.</p>
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a. Workforce Board staff provided background and solicited input as the Plan was being developed and as key policy issues were being discussed, including:

- Core State and Federal Performance Measures
- Adjusted Levels of Performance
- State Priorities
- Leadership Strategies
- Distribution of Funds to Secondary and Postsecondary
- Ten Percent Reserve
- Nontraditional Setaside
- State Institution Setaside
- Unified Plan Connection

Background information and status reports on progress were provided to a broad range of interested stakeholders on the Workforce Board's web site and through the agency newsletter and stakeholder group newsletters. Workforce Board staff and staff from SBCTC and OSPI took every opportunity to make presentations, have conversations, and solicit input from stakeholder groups. Included in these groups were teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, representatives of labor, and the Office of the Governor. Opportunities ranged from large statewide and multi-state regional conferences to small in-state groups and teleconferences.

Examples include:

- Summer Conference for Vocational-Technical Educators
- Work Now and in the Future Conference
- Washington Association of Vocational Educators
- Community and Technical Colleges' Vocational Technical Councils
- State Regional Groups
- Inter-agency Work Groups

b. The Workforce Board conducted a survey on stakeholder agreement with the Strategic Plan goals, objectives, and strategies, and to provide a method to gather input for incorporation into the state's unified planning process. The surveys were available at each of the public hearings, accessible on the Workforce Board's Home Page, and accompanied each requested copy of the state's unified plan. The survey and result are included here and show overwhelming support for the Strategic Plan goals, objectives, and strategies.

Public Responses to Survey of Strategic Plan “Goals, Objectives, and Strategies”

The Workforce Training and Education Coordinating Board is committed to high quality customer satisfaction. As customers of the workforce development system, your input is critical. The following survey was created to solicit input so that your concerns can be considered when completing the 2000 state strategic plan for the workforce development system. This plan will become part of the state's unified plan for workforce development. **(26 people responded)**

Perspective (Profile of Responders)

(Check only one)		Sector	County where you live		
[1] Business Manager/Owner	[0] Labor Representative	[16] Public	Cowlitz (1)	Clark (1)	Franklin (1)
[0] Student or Other Person in Training	[5] Other Program Staff	[2] Private	Benton (1)	Kitsap (1)	Spokane (1)
[6] Program Administrator	[1] Other (Partner in Worksource Development)	[2] Non-Profit	King (2)	Mason (2)	Grant (1)
[13] Teacher or Instructor	[1] Did Not Indicate	[7] No Answer	Lewis (1)	Thurston (13)	Did not indicate (2)

Did you attend, or do you plan to attend a public hearing on the 2000 Unified Plan: Yes 12 No 9 Did not indicate 6

		Strongly Support	Moderately Support	Neutral	Moderately Oppose	Strongly Oppose	Don't Know	Did Not Answer
Challenge 1: To close the gap between the need of employers for skilled workers and the supply of Washington residents prepared to meet that need								
1.	Objective: Create private-public partnerships to enable individuals to move up job and career ladders throughout their lives	19	7	0	1	0	0	0
	A. Form industry skill cluster panels to assess emerging and declining skill needs and create and maintain training programs that meet emerging needs	19	6	2	0	0	0	0
	B. Provide high quality labor market information that enables programs to respond to changes in the labor market and informs students and customers about current career opportunities	21	5	0	0	0	0	1
	C. Develop modular curricula that is linked to industry skill standards	18	5	2	0	0	0	2
2.	Objective: Increase the number of young people who understand and act on career opportunities available through vocational-technical education and training programs	23	2	1	0	0	0	1
	A. Enhance career guidance by forming partnerships with industries to market promising career opportunities	22	4	0	0	0	0	1
	B. Develop secondary vocational-technical program standards linked to industry skill standards	19	5	2	0	0	0	1
	C. Increase mentor and work-based learning opportunities for students and educators by working with the private sector	22	4	0	0	0	0	1
	D. Create state education policies that support work-related education	20	5	0	1	0	0	1
3.	Objective: Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high quality workforce education and training programs	23	3	0	0	1	0	0
	A. Partner with industries to provide facilities, faculty, and equipment in high wage, high demand fields such as construction and manufacturing trades, information technology, and communications	22	3	1	0	1	0	0
	B. Expand apprenticeship training to non-traditional fields and expand pre-apprenticeship programs	19	5	1	1	1	0	0
	C. Increase the number of individuals prepared to teach in high wage, high demand technical fields	18	6	0	2	1	0	0
	D. Highlight and replicate best practices in vocational-technical education across institutions	21	5	1	0	0	0	0

Challenge 1: Comments on any of the above recommendations, goals or objectives.

We have increased the capacity of high schools/community colleges to provide quality workforce education and training and it has not happened. A strong accountability system in place will help support best practices.

Ensure that vocational English as a second language (VESL) and basic skills instruction is offered to support those who want to participate in training leading to high wage jobs.

Respect cultural differences when counseling women to enter non-traditional employment.

Ensure that the unified plan includes the resources needed to allow existing instructors to continually upgrade their skills and for technically expert instructors to learn pedagogical skills.

Establish apprenticeship programs in high schools (junior/senior years) with integration of basic skills/academic coursework in a meaningful manner.

Linking voc-ed to all public education policy development, including special ed. Students in spec. ed. programs often have limited access to voc-ed. programs.

It is also important not to only focus on high-tech, but to look at all levels of workforce opportunities for all individuals with entry-level skills or professional skills. Since not all people will have the same or exact interest in high tech fields.

The whole point of education should culminate in the students' ability to support themselves and pay their "fair share" in society.

Secondary skills centers are already actively implementing most of what the survey outlines. What we need is more support—monetary and recognition as legitimate high tech./pre- apprenticeship training facilities, not "alternative, last chance hotels."

Also need to close the gap between labor markets for women and jobs in non-traditional occupations.

The money must be provided to partner with industries.

		Strong Support	Moderately Support	Neutral	Moderately Oppose	Strongly Oppose	Don't Know	Did Not Answer
Challenge 2: To enable workers to make smooth transitions so they may fully benefit from the new, changing economy, with a coherent strategy for dislocated worker and incumbent worker training								
1.	Objective: Increase economic competitiveness and prevent dislocation by expanding customized incumbent worker training	9	9	6	0	1	1	1
	A. Establish baseline data on the extent of publicly supported, customized incumbent worker training, identify funding sources to increase customized incumbent worker training, and provide incentives to both employers and employees to increase customized incumbent worker training	7	10	7	0	1	0	2
2.	Objective: Enhance business expansion and retention strategies	11	8	4	0	0	0	4
	A. Promote workplace practices that enhance business competitiveness	8	7	9	0	1	1	1
	B. Enhance early warning system of possible dislocations and identify business and worker needs prior to layoffs	16	7	2	0	1	0	1
	C. Market retention services to at-risk businesses and their workers	10	11	4	0	2	0	0

		Strong Support	Moderately Support	Neutral	Moderately Oppose	Strongly Oppose	Don't Know	Did Not Answer
Challenge 2: To enable workers to make smooth transitions so they may fully benefit from the new, changing economy, with a coherent strategy for dislocated worker and incumbent worker training								
3. Objective:	Establish a coherent, flexible, and accessible dislocated worker service strategy	16	6	3	0	0	0	2
A.	Continue best practices such as rapid response and labor management committees	11	10	2	2	0	0	2
B.	Put resources up front so WorkSource front-line services are of high quality and easy for customers to use	16	10	1	0	0	0	0
C.	Return unemployed workers to suitable work in as short a time as possible	20	7	0	0	0	0	0
Challenge 2: Comments on any of the above recommendations, goals, or objectives.								

Objective 3 – ensure that public funds are focused on worker and community economic needs rather than subsidizing training programs of businesses who are operating at a profitable economic margin. What we need is a workforce trained in such a way that they can move to new jobs as new ones appear and old ones disappear.

Objective 3.c. – It needs to be based on individual's needs. Some people need longer time to learn than the other. The important point is not to design some treatment plan/service strategy to everybody who walks in the WorkSource door.

WorkSource workers need to have excellent knowledge of available resources in house or out in the community.

Objective 2.c. – At risk businesses in general need to respond to the market. Businesses need to adapt to influences and change to accommodate customers.

Dislocated worker definition needs to include displaced homemakers.

		Strong Support	Moderately Support	Neutral	Moderately Oppose	Strongly Oppose	Don't Know	Did Not Answer
Challenge 3: To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and other low wage workers in moving up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress will be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.								
1. Objective:	Keep kids in school	22	2	0	0	0	0	3
A.	Develop educational experiences that provide "hands-on" learning opportunities, such as work-based learning	21	4	1	0	0	0	1
B.	Link "second chance" programs for youth who are out of school with the "first chance" system for youth who are in school	15	7	3	1	1	0	0
2. Objective:	Assist unemployed individuals to gain and retain employment	19	5	0	0	0	0	3
A.	Remove barriers and disincentives for people with disabilities, and other populations with unique obstacles to employment	20	6	1	0	0	0	0
B.	Expand pre-employment customized training, pre-apprenticeship and apprenticeship programs, and subsidized work and training opportunities	22	3	1	0	0	0	1
C.	Expand access to support services, such as child care, and other retention services	22	4	1	0	0	0	0
D.	Conduct research identifying sub-populations that fail to have wage progression and the reasons why	15	6	4	1	0	0	1

	Strong Support	Moderately Support	Neutral	Moderately Oppose	Strongly Oppose	Don't Know	Did Not Answer
Challenge 3: To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and other low wage workers in moving up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress will be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.							
3. Objective: Increase training for low-income workers	12	11	1	0	0	0	3
A. Expand customized training for low income workers	12	10	2	1	0	0	2
B. Provide training programs at times and locations that are accessible to working people, including workplaces, and support with on-site child care and other services	20	2	3	0	0	0	2
C. Offer incentives to employers and low-income workers to increase training	17	6	2	0	0	0	2
D. Increase basic skills instruction in the workplace and integrate it into vocational training	17	7	0	0	0	1	2
Challenge 3: Comments on any of the above recommendations, goals, or objectives.							

Why is basic skills only used in reference to low income workers and customized training. In order for them to progress to high wage, high skill jobs, basic skills and VESL needs to be interwoven into the entire system. Otherwise the proposals could be interpreted as discriminating on the basis of social and/or economic status.

Customized training must be approached cautiously, as it could limit the options of workers to move laterally across related career areas. AA degrees and training across sectors is more valuable to the worker and the employer.

There is a great need for more child care slots—especially for infants and toddlers. The development of quality child care providers should be a high priority. Contracting with existing developmentally appropriate agencies/industry is essential (HeadStart, etc.). Good early intervention is imperative to supporting the next generation to be ready (and able) to learn and be the workforce of the future!

Mainly strategies to address these objectives need to be as flexible as possible to meet the needs of the student – learner – etc.

Very interested in how to make a real difference to individuals who have had a difficult time succeeding in current educational structure.

Add an intensive work maturity, pre-employment component—this and basic skills instruction delivery systems should be replicated throughout the state (standardized). Basic skills curriculum should, at some point, be geared toward each industry or career pathway.

Special populations, such as single parents and displaced homemakers, re-entering employment and education training programs often need the essential support, services such as child care, transportation or assistance with tuition. Increasing access and training opportunities into non-traditional fields is also vital to women in transition.

This is by far the best plan yet.

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5. You shall develop the portion of the plan relating to the amount and uses of any funds proposed to be reserved for adult vocational and technical education, postsecondary vocational and technical education, tech-prep education, and secondary vocational and technical education after consultation with the State agency responsible for supervision of community and technical colleges, technical institutes, or other two-year postsecondary institutions primarily engaged in providing postsecondary vocational and technical education, and the State agency responsible for secondary education.

Washington State has three primary state agencies that are responsible for policy development, administration and oversight, and provision of vocational and technical education programs, activities and services. Those agencies are the Workforce Training and Education Coordinating Board, the Office of Superintendent of Public Instruction, and the State Board for Community and Technical Colleges.

As indicated earlier, the Workforce Board is the eligible state agency as designated by Chapter 238 of the Washington State Laws of 1991, Chapter 130 of the Washington State Laws of 1995, and as required in P.L. 105-332. In its capacity as the designated state board, it is responsible for the administration and supervision of federal vocational education in the state. Included in this responsibility is the financial capacity required to carry out all provisions and regulations of the Act, including the distribution and use of funds at the secondary and postsecondary levels. The State Superintendent of Public Instruction and the Executive Director of the State Board for Community and Technical Colleges are members of the Workforce Board and are therefore involved in all such discussions and decisions.

OSPI has responsibility for secondary education in the state and provides for the distribution of funds to secondary schools, area vocational schools (skills centers), and intermediate educational agencies (Educational Service Districts). OSPI carries out the day-to-day administrative responsibilities for all secondary programs.

SBCTC has responsibility for postsecondary and adult education in the state and provides for the distribution of funds to community and technical colleges. SBCTC carries out the day-to-day administrative responsibilities for postsecondary, tech-prep, and adult programs.

Multiple opportunities for consultation occurred regarding the division of funds between the secondary and postsecondary delivery systems and the Workforce Board. As detailed in previous response (Section I.A.3.) these conversations occurred at both the staff and executive levels. The distribution of funds including the Basic Grant for secondary and postsecondary investments, Tech-Prep, Administration and Leadership is contained in Section VI.B Planned Uses of Funds (Budget Table).

6. You shall describe the methods for joint planning and coordination of the programs and activities included in the unified plan.

The Governor of Washington State issued Executive Order 99-02 on September 17, 1999, identifying the Workforce Training and Education Coordinating Board as the Workforce Investment Board for the purposes of the federal Workforce Investment Act of 1998 and instructed the Workforce Board to work in partnership with business, labor, local workforce

development councils, and state operating agencies. (Section I.A 5 identified the Workforce Board as the state eligible agency for the receipt of federal vocational education funds.) The Workforce Board is tasked with:

- The development and maintenance of the unified plan as described under P.L. 105-220. The purpose of the unified plan is to promote universal access to employment and training programs and simplify them so that state employment and training customers can better obtain these services. The state incorporated the unified plan into the state's unified plan and planning process to better integrate federal and state employment and training programs. The unified plan includes a strategic plan and operating plans developed by the administering agencies that are consistent with the strategic plan. The strategic plan includes:
 - assessments of our state's employment opportunities and skills needs, the present and future workforce, and the current workforce development systems;
 - goals and strategies for improving the workforce development systems;
 - description of the performance management system for workforce development; and
 - goals, objectives, and strategies to address the challenges.
- Working in partnership with local workforce development councils to develop the state unified plan. Local workforce development councils provide input to the Workforce Board in developing the state unified plan, which describes their local strategies and needs.
- Reviewing and making recommendations to the Governor concerning the operating plans of the agencies that administer the programs of the state workforce development system to ensure consistency with the state strategic comprehensive plan.
- Designing and implementing a performance management system for the state's workforce development system in partnership with the operating agencies and local workforce development councils. The system shall build upon the policies, processes, and interagency agreements that embody the state's existing Performance Management for Continuous Improvement system, which clearly define the roles and responsibilities of our state's policy board, governing agency, and local institution.

The system shall:

- Include standards for measuring and reporting the performance of local training providers to enable consumers to make informed choices and gain access to services they need.
- Include criteria for eligible training providers under P.L. 105-220 and standards for measuring and reporting eligible provider performance and cost information.
- Serve as the basis for recommendations to the Governor regarding expected performance levels using the performance management system established under this section.
- Provide information to the Governor and Legislature on the outcomes of workforce development programs.
- Measure and report information to the Governor and Legislature concerning the extent of employer participation and satisfaction with employment and training services.
- Measure and report to the Governor and Legislature the progress made in meeting the four goals identified in the strategic plan.

- Assessing the workforce development system using the above referenced performance measurement system. Operating agencies shall establish and implement rewards for exceptional programs and corrective actions for programs failing to meet minimum performance standards.
- Establishing an incentive fund for workforce development and recommending to the Governor criteria for rewarding local workforce development councils and programs that produce exemplary results.
- Reviewing the plans of local workforce development councils for consistency with the state unified plan and recommend to the Governor whether or not local plans should be approved. The Workforce Board shall provide technical assistance to local workforce development councils as necessary.
- Working with SBCTC, the Department of Labor and Industries, local workforce development councils, and other operating agencies to expand apprenticeship, customized training, and skill standards-based training programs.

The following programs are included in the state's unified planning effort and associated performance management system:

- Programs and courses of secondary vocational and technical education
- Community college vocational and technical programs and courses
- Technical college programs
- Private career school and college programs and courses
- Employer-sponsored training
- Adult basic education programs and courses
- Programs and courses funded by the Workforce Investment Act
- Programs and courses funded by the federal vocational act
- Programs and courses funded under the federal adult education act
- Publicly funded programs and courses for adult literacy education and apprenticeships
- Programs and courses offered by private and public nonprofit organizations that are representative of communities or significant segments of communities and provide job training or adult literacy services
- The Job Skills Program
- Vocational rehabilitation work-related training programs
- Worker Retraining programs
- Activities funded under Wagner-Peyser Act
- The WorkSource one-stop system for employment-related services

<p>7. You shall provide an assurance that the methods for joint planning and coordination included an opportunity for the entities responsible for planning or administering programs and activities included in the unified plan to review and comment on all portions of the unified plan.</p>

Washington State assures that the methods for joint planning and coordination include an opportunity for the entities responsible for planning or administering programs and activities included in the unified plan to review and comment on all portions of the unified plan.

8. If the unified plan includes secondary vocational education programs and activities, you shall provide an assurance that the State legislature has granted approval for the inclusion of these programs and activities in the unified plan prior to its submission.

Secondary vocational education programs and activities are part of the state training system by authority of the State Legislature in 1991, the Revised Code of Washington (RCW) Title 28C.18. For purposes of compliance with the requirements of a federal unified plan, P.L. 105-220, Title V, the secondary Perkins program will not be considered.

II. PROGRAM ADMINISTRATION

A.

1. You shall prepare and submit to the Secretary a State Plan for a five-year period, together with such annual revisions as the eligible agency determines to be necessary.

The Workforce Board, as the designated state board for vocational education, submits Washington State's Four Year Plan for Vocational Education Fiscal Years 2000-2003 as part of the Unified Plan. Central to the foundation of this plan are Washington State's education reform efforts, Washington State's initiative for continuous quality improvement, the Governor's Executive Order, and Washington State's strategic plan for Workforce Development. This document meets the federal requirements, and addresses the role of federal vocational education funds in support of the goals, strategies and objectives of the *Washington State Unified Plan for the Workforce Development System*.

Education Reform

Preparing our youth to succeed must begin with the high standards of academic achievement called for in Washington State's Performance-Based Education Act of 1992 and the Education Reform Act of 1993. This legislation establishes demonstrated competency as the central measure of student achievement. In a competency-based system, emphasis is on demonstrated ability to use skills and knowledge. The Education Reform Act provides four goals for student performance:

- Goal 1: Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
- Goal 2: Know and apply core concepts and principles of mathematics, social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
- Goal 3: Think analytically, logically, and creatively; and to integrate experience and knowledge to form reasoned judgments and solve problems.
- Goal 4: Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

These are the state's goals for all students. Mastery of core competencies is being tested in the fourth, seventh, and tenth grades.

State's Performance Management for Continuous Improvement

We must know if we are meeting the needs of the customers—students, workers, employers. The following Performance Management for Continuous Improvement framework was adopted by the Workforce Board, OSPI, SBCTC, ESD, and the Department of Social and Health Services (DSHS) to guide their workforce development programs.²

² The programs covered initially by PMCI were: Secondary vocational-technical education, community and technical college workforce training, adult basic skills education, Workforce Investment Act programs, the Employment Service, Job Opportunity and Basic Skills, Private Career Schools, and One-stop Career Center Systems.

There are seven accountability outcomes representing conditions that should be increasingly true for all people:

- Competencies: Washington's workforce possesses the skills and abilities required in the workplace.
- Employment: Washington's workforce finds employment opportunities.
- Earning: Washington's workforce achieves a family-wage standard of living from earned income.
- Productivity: Washington's workforce is productive.
- Reduced Poverty: Washington's workforce lives above poverty.
- Customer Satisfaction: Workforce development participants and their employers are satisfied with workforce development services and results.
- Return on Investment: Workforce development programs provide returns that exceed program costs.

Because of their importance, measures for diversity and equity—for people of color, women, and people with disabilities—are included for all the outcomes.

The responsibility for workforce training and education is shared by state and federal governments, community and technical college and K-12 school districts, and the private sector. These entities include:

- 236 high school vocational education programs in 296 school districts.
- 9 vocational skills centers.
- 34 community and technical colleges.
- 395 apprenticeship programs.
- 300 private career schools.
- 12 workforce investment areas.
- A wide variety of other employment and training programs.
- Employer-provided training.
- 29 state-run Job Service Centers/One-stop Career Centers.

The Carl D. Perkins Vocational Plan, together with other federal and state acts and initiatives, responds to the most urgently needed actions set forth in the state's strategic plan. Throughout this plan are references to how Perkins resources will be used to further Washington State's pursuit of a well-educated, multi-skilled, and flexible workforce capable of competing in a world economy with the best educated, most innovative, and most productive people.

2. You will describe the vocational and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.
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State level activities are focused on improving outcomes for vocational and technical students and programs. All state approved local vocational and technical education programs that use Perkins funds are designed to improve program performance. The state standards of performance and levels of performance are incorporated into improvement efforts in ways that will affirm the responsibility of the state to meet or exceed those standards.

On December 14, 1999, the Workforce Board adopted the goals, objectives, and strategies contained in the strategic plan. Perkins funds will be used in support of these priority goals, and objectives.

GOAL 1: To close the gap between the need of employers for skilled workers and the supply of Washington residents prepared to meet that need.

- Objective #1: Create private-public partnerships to enable individuals to move up job and career ladders throughout their lives.
- Objective #2: Increase the number of young people who understand and act on career opportunities available through vocational-technical education and training programs.
- Objective #3: Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high quality workforce education and training programs.

GOAL 2: To enable workers to make smooth transitions so that they, and their employers, may fully benefit from the new, changing economy, by putting in place a coherent strategy for dislocated and incumbent worker training.

- Objective #1: Increase economic competitiveness and prevent dislocation by expanding customized incumbent worker training.
- Objective #2: Enhance business expansion and retention strategies.
- Objective #3: Return unemployed workers to suitable work in as short a time as possible.

GOAL 3: To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low-wage workers in moving up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress should be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.

- Objective #1: Keep kids in school.
- Objective #2: Assist unemployed individuals to gain and retain employment.
- Objective #3: Increase training for low-income individuals.

Goal 4: To make the vision of WorkSource a reality so that workforce development programs are customer-friendly, broadly accessible, and fully committed to Continuous Quality Improvement (CQI).

Objective #1: Provide one-stop service to workforce development customers.

This plan sets forth our objectives, strategies, and performance measures for meeting these four goals. In the matrix that follows, the uses of Perkins funds at both the state and local levels are shown to support the attainment of the objectives and strategies developed and included in the state's strategic plan.

**CARL D. PERKINS FUNDS IN SUPPORT OF
WORKFORCE DEVELOPMENT CHALLENGES**

GOALS, OBJECTIVES, AND STRATEGIES	LOCAL USES OF FUNDS	STATE USES OF FUNDS
To close the gap between the need of employers for skilled workers and the supply of Washington residents prepared to meet that need.		
<p>Create public-private partnerships to enable individuals to move up job and career ladders throughout their lives.</p> <ul style="list-style-type: none"> Form industry skill panels to assess emerging and declining skill needs and develop training programs that meet emerging needs. Provide high quality labor market information that enables programs to respond to changes in the labor market and informs students and customers about current career opportunities. Develop modular curricula that is linked to industry skill standards. 	<p>Provide students with strong experience in and understanding of all aspects of an industry (Section 135, b-2).</p> <p>Develop and implement evaluations of vocational-technical programs, including how needs of special populations are being met (Section 135, b-5).</p> <p>Provide career guidance and academic counseling for students participating in vocational-technical programs (Section 135, c-2).</p> <p>Initiate, improve, expand, and modernize quality vocational-technical programs (Section 135, c-6). Provide services and activities that are of sufficient size, scope, and quality to be effective (Section 135, c-7).</p>	<p>Assess vocational-technical programs, including how the needs of special populations are being met, and learning high skill, high wage careers (Section 124, b-1).</p> <p>Improve career guidance and academic counseling for students in vocational-technical programs (Section 124, c-2).</p> <p>Support for business and education partnerships (Section 124, c-9). Support for improving or developing new vocational-technical courses (Section 124, c-10). Support for programs for special populations that lead to high skill, high wage careers (Section 124, b-8).</p>
<p>Increase the number of young people who understand and act on career opportunities available through vocational-technical education and training opportunities.</p> <ul style="list-style-type: none"> Enhance career guidance by forming partnerships with industries to market promising career opportunities. 	<p>Provide students with strong experience in and understanding of all aspects of an industry (Section 135, b-2).</p> <p>Involve parents, businesses, and labor organizations in the design implementation and evaluation of programs, including establishing ways to enable informed participation (Section 135, c-5).</p> <p>Provide local education and business partnerships (Section 135, c-5).</p>	<p>Support partnerships to enable students to reach state academic standards and vocational-technical skills (Section 124, b-6).</p> <p>Support business and education partnerships (Section 124, c-9).</p>

GOALS, OBJECTIVES, AND STRATEGIES	LOCAL USES OF FUNDS	STATE USES OF FUNDS
<ul style="list-style-type: none"> Develop secondary vocational-technical program standards linked to industry skill standards. Increase mentor and work-based learning opportunities for students and educators by working with the private sector. Create state education policies that support work-related education. 	<p>Strengthen the academic and vocational-technical skills of students through integration of academic and vocational programs and coherent sequences of courses (Section 135, b-1).</p> <p>Link secondary vocational-technical education with postsecondary vocational-technical education, including tech-prep (Section 135, b-8).</p> <p>Provide work-related experience, such as internships, cooperative education, school-based learning, entrepreneurship and job shadowing (Section 135, c-3), and mentoring (Section 135, c-7).</p>	<p>Establish agreements between secondary and postsecondary vocational-technical programs (Section 124, c-3). Provide assistance to students in finding appropriate employment and continuing their education (Section 124, c-12).</p> <p>Support partnerships to enable students to reach state academic standards and vocational-technical skills (Section 124, b-6). Support for cooperative education (Section 124, c-4).</p> <p>Support for cooperative education (Section 124, c-4). Support for vocational-technical programs that offer experience in, and understanding of, all aspects of an industry (Section 124, c-7).</p>
<p>Increase the capacity of high schools, community and technical colleges, and apprenticeship programs to provide high quality workforce education and training programs.</p> <ul style="list-style-type: none"> Partner with industries to provide facilities, faculty, and equipment in high-wage, high demand fields such as construction and manufacturing trades, information technology, and communications. Expand apprenticeship training to nontraditional fields and expand apprenticeship preparation programs. 	<p>Improving or developing new vocational-technical courses (Section 135, c-10).</p> <p>Provide professional development for teachers, counselors, and administrators, including in-service and pre-service, assurance of currency, internship programs to provide business experience, and technology applications (Section 135, b-4).</p> <p>Provide local education and business partnerships (Section 135, c-5).</p> <p>Leasing, purchasing, upgrading, or adapting equipment (Section 135, c-8).</p> <p>Support nontraditional training and employment activities (Section 135, c-14).</p>	<p>Support partnerships that enable students to achieve state academic standards and vocational-technical skills (Section 124, b-6). Support programs for special populations that lead to high skill, high wage careers (Section 124, b-8). Support for business and education partnerships (Section 124, c-9).</p> <p>Provide preparation for nontraditional training and employment (Section 124, b-5). Support for business and education partnerships (Section 124, c-9).</p>

GOALS, OBJECTIVES, AND STRATEGIES	LOCAL USES OF FUNDS	STATE USES OF FUNDS
<ul style="list-style-type: none"> • Work with institutions of higher education and other organizations involved in teacher preparation to increase the number of individuals prepared to teach in high-wage, high demand technical fields. • Highlight and replicate best practices in vocational-technical education across institutions. 	<p>Provide professional development for teachers, counselors, and administrators, including in-service and pre-service, assurance of currency, internship programs to provide business experience, and technology applications (Section 135, b-4).</p> <p>Develop, improve, or expand the use of technology in vocational-technical training, including use of state-of-the-art technology, distance learning, skills that lead to high technology and telecommunications fields, and internships and mentoring programs in high technology fields (Section 135, b-3).</p> <p>Initiate, improve, expand, and modernize quality vocational-technical programs (Section 135, b-6).</p>	<p>Support professional development, including in-service and pre-service, to state-of-the-art vocational-technical programs, meeting performance standards, and assuring currency with industry needs, expectations, and methods (Section 124, b-3).</p> <p>Develop, improve, or expand the use of technology in vocational-technical programs, including use of state-of-the-art technology, distance learning, skills that lead to high technology and telecommunications fields, and internships and mentoring programs in high technology fields (Section 124, b-2).</p> <p>Support vocational-technical skills that improve academic and vocational-technical skills (Section 124, b-4). Support improvement or development of new vocational-technical programs (Section 124, c-10).</p>
<p>To enable workers to make smooth transitions so they, and their employers, may fully benefit from the new, changing economy, by putting in place a coherent strategy for dislocated and incumbent worker training.</p>		
<p>Increase economic competitiveness and prevent dislocation by expanding customized incumbent worker training.</p> <ul style="list-style-type: none"> • Establish baseline data on the extent of publicly supported, customized incumbent worker training, identify sources to increase customized incumbent worker training, and provide incentives to both employers and employees to increase customized incumbent worker training. <p>Enhance business expansion and retention strategies.</p> <ul style="list-style-type: none"> • Promote workplace practices that enhance business and worker competitiveness. 		

GOALS, OBJECTIVES, AND STRATEGIES	LOCAL USES OF FUNDS	STATE USES OF FUNDS
<ul style="list-style-type: none"> Enhance early warning system of possible dislocations and identify business and worker needs prior to layoffs. Market retention services to at-risk businesses and their workers. <p>Return unemployed workers to suitable work in as short a time as possible.</p> <ul style="list-style-type: none"> Continue best practices such as rapid response, and labor management committees. Put resources up front so WorkSource front-line services are of high quality and easy for customers to use. Provide retraining for high demand fields. Establish a coherent, flexible, and accessible dislocated worker service strategy. 		
<p>To assist disadvantaged youth, persons with disabilities, new labor market entrants, recent immigrants, and low wage workers in moving up the job ladder during their lifetimes by developing a wage progression strategy for low-income workers. Specific progress will be made in improving operating agencies and reducing the earnings gap facing people of color, adults with disabilities, and women.</p>		
<p>Keep kids in school.</p> <ul style="list-style-type: none"> Develop educational experiences that provide “hands-on” learning opportunities, such as work-based learning. Link “second chance” programs for youth who are out of school with the “first chance” system for youth who are in school. 	<p>Support vocational-technical programs for adults and school dropouts to complete secondary school education (Section 135, c-12).</p>	<p>Providing vocational-technical programs for adults and school dropouts to complete secondary school education (Section 124, c-11).</p>

GOALS, OBJECTIVES, AND STRATEGIES	LOCAL USES OF FUNDS	STATE USES OF FUNDS
<p>Assist unemployed individuals to gain and retain employment.</p> <ul style="list-style-type: none"> • Develop a more effective labor exchange to get individuals into jobs with the greatest potential for wage progression. • Remove barriers and disincentives for people with disabilities, and other populations with unique obstacles to employment. • Take advantage of programs with demonstrated success in enabling low income individuals to achieve wage progression. • Expand access to support services, such as child care, and other retention services. • Conduct research identifying sub-populations that fail to have wage progression and the reasons why. <p>Increase training for low-income workers.</p> <ul style="list-style-type: none"> • Expand customized training, apprenticeship preparation and apprenticeship programs, and other opportunities for low-income workers. • Provide training programs at times and locations that are accessible to working people, including workplaces, and support with on-site child care and other services. • Create and offer incentives to employers and low income workers to increase training. • Increase basic skills instruction in the workplace and integrate it into vocational training. 	<p>Support nontraditional training and employment activities (Section 135, c-14).</p>	<p>Provide preparation for nontraditional training and employment (Section 124, b-5).</p>

GOALS, OBJECTIVES, AND STRATEGIES	LOCAL USES OF FUNDS	STATE USES OF FUNDS
<ul style="list-style-type: none"> Develop and offer workforce development programs that are responsive to the unique needs of migrant and seasonal farm workers and other agricultural workers. 		
<p>To make the vision of WorkSource a reality so that workforce development programs are customer-friendly, broadly accessible, and fully committed to Continuous Quality Improvement (CQI).</p>		
<p>Provide one-stop service to workforce development customers.</p> <ul style="list-style-type: none"> Establish WorkSource as the entry point for the state's workforce development programs. 		

3. You will describe the secondary and postsecondary vocational and technical education programs to be carried out, including programs that will be carried out by the eligible state agency to develop, improve, and expand access to quality, state-of the-art technology in vocational and technical education programs.

The initiatives to be conducted by Washington will include:

Plan for Uses of Carl D. Perkins Grant to OSPI³

Function	Activities
Administration (Staff)	Work with various Workforce Board projects, data, and reporting for federal and state requirements, Accounting, Evaluation, Certification and Indirect cost assessment. 6.5 FTE
Leadership (Staff)	6.0 FTE
Basic Grants to LEA's	Formula driven, plans reviewed and approved related to Perkins rules and regulations and priorities of the Board. Typical expenditures of funds include: Salaries and benefits, supplies and materials, contractual services, travel, and equipment.
Provision of services and activities focused on the purposes of the legislation.	
Balance for State Leadership	
Preparation and Professional Development of Personnel	Initial preparation of vocational personnel
Assure a well qualified teaching force for vocational education.	<ul style="list-style-type: none"> • Implementation of newly adopted standards for vocational teacher preparation. • Vocational Teacher Preparation Council. • Institute for instructors of the vocational teacher preparation modules. • Teacher recruitment model for recruitment of agriculture education teachers to be used as a model for other program recruitment. • Support for a CWU Western Washington site for preparation of business education teachers. • Collaborative efforts with each 4-year institution teacher preparation program. • Vocational Internship Program for 12-14 directors or potential directors • Inservice for continued professional development. • Collaboration with professional organizations in each of the vocational program areas in offering inservice opportunities as separate curriculum areas as well as the coordination and implementation of the annual summer conference for over 1,000 vocational educators.

³ This chart and the following chart for SBCTC represent a typical year for uses of funds. It is anticipated that many of these activities will remain constant through the duration of this plan.

Function	Activities
Support for nontraditional programs and activities	<p>Support of inservice for current local directors of vocational education, through collaborative work with WAVA and others.</p> <p>Provide technical assistance to 296 school districts in the establishment, improvement, and expansion of nontraditional activities.</p> <p>Conduct a needs assessment survey.</p>
<p>Curriculum Development</p> <p>Create curriculum frameworks and resources to help districts to align identified technical skills (competencies) in vocational programs with the four learning goals in the local curriculum for pre- and post-certificate of mastery.</p>	<ul style="list-style-type: none"> • Provide a tool for the integration of vocational and academic education around the development of lesson plans, projects, authentic assessments, etc., including national and local standards (academic, technical, career guidance, etc.) around career clusters: <ul style="list-style-type: none"> - Arts, Media, and Communications - Business, Marketing, and Management - Physical Sciences, Building Trades, Engineering, and Manufacturing - Natural Sciences, Agriculture, Horticulture, Natural Resources, and Environment - Health and Human Services. • Refine Business Education program to meet the academic and technical needs of students in this career cluster. • Evaluating and developing activities to meet Essential Learning Requirements in agriculture education. • Develop essential learning matrix for trades, technology and health occupations, and agriculture teachers.
<p>Vocational Student Leadership Organizations</p> <p>To provide authentic experiences for students in their school to career transitions.</p>	<ul style="list-style-type: none"> • Provide for the coordination and technical assistance related to the development of leadership competencies as an integral part of vocational programs, including coordination for activities of the vocational student organizations. • Resources to partially support coordination of five vocational student organizations. • Each of the organizations annually complete a series of regional meetings as well as state level leadership conferences. These conferences include leadership development and professional competencies competitive events. • Grants to assist activities of fledgling organizations of technology education students.

Function	Activities
Planning, reporting and accountability	<ul style="list-style-type: none"> • Maintain an electronic application process as an integral part of the agency's management of federal/state grant programs.
Administer district planning grants, and reporting.	<ul style="list-style-type: none"> • Continued contract to provide data on outcomes of secondary vocational education in the comprehensive high schools and vocational skills centers through support of the Graduate Follow-up Study. • On-site monitoring of 20 districts.

Plan for Uses of Carl D. Perkins Grant to SBCTC

Function	Activities
Administration (Staff)	General administrative activities including the collection, compilation, and reporting of data to meet federal and state reporting requirements, accounting, administrative and on-site monitoring and evaluation, certification and financial auditing. 3.5 FTE
Leadership (staff)	.5 FTE
Basic Grant Program	Allocations are formula-driven; agency receives plans, which are reviewed by committee. Plans are approved or modified to meet Perkins and state requirements. Typical uses of funds include: basic program activities to meet the needs of special populations, upgrading curriculum, equipment, instructional aids and devices, inservice training, guidance and counseling, special populations, and apprenticeship.
Leadership program	<p><u>Professional development:</u> Return to industry grants are used by colleges to enable vocational faculty to engage in industry-based professional development activities to stay current with changes in industry and the workplace, including new technologies, skill requirements, training and career development opportunities.</p> <p><u>Vocational-technical program improvement:</u> Funds are used by colleges to design and implement new (or modify existing) curriculum and instructional tools, teaching methods and resource materials to improve the relevance of courses, and to align vocational-technical programs with the academic and technical skill requirements of occupational areas and industry.</p> <p><u>Best practices:</u> Funds are used by colleges to identify and develop program-specific vocational/technical curriculum projects, professional development practices, instructional materials and research that can be adapted for use at other campuses and programs. Specific examples include: integrating ESL and technical training, aligning competency-based education and work-based learning in early childhood education, developing a student portfolio assessment model, designing an applied math program, and producing a professional/technical education resource handbook.</p>

Function	Activities
Support for nontraditional activities	Contract with Edmonds Community College to assess the needs for support for nontraditional programs at the community college level, determine the critical program components that are necessary for success in nontraditional education and employment, and create action plans for the implementation of such best practices.
Tech-prep	<p><u>Administration (Staff)</u>: General administrative activities including the collection, compilation, and reporting of data to meet federal and state reporting requirements, coordination, leadership and committees, accounting, administrative and on-site monitoring and evaluation, and financial auditing. 1.25 FTE</p> <p><u>Consortium (administrative) grants</u>: Grants are awarded to each of the state's 22 approved consortia through a uniform application and committee review process. Funds are used to support staff salaries and benefits and to support basic tech-prep program activities required by the federal grant.</p> <p><u>Project grants</u>: Competitive grants are awarded to tech-prep consortia to conduct special projects with applications across the state or which link together various program elements or activities. Examples include public awareness, statewide articulation, and an evaluation design for data gathering and reporting.</p>

STATE ADMINISTRATION

AGENCY	ACTIVITY	FTE
Workforce Board	<ul style="list-style-type: none"> • Oversight responsibility for the state's grant to include: compliance with certifications, assurances, and statutory and regulatory requirements; program and fiscal reporting and accountability (including accounting and audit efforts) planning, monitoring, and evaluation activities; coordination and consultation activities (including Workforce Investment Act); data collection; and approval and distribution of grant funds. • Contracted services and Interagency Agreements for fiscal management assistance, evaluation, and coordination in support of the plan and the Act. 	4.0
OSPI	General administrative activities including: <ul style="list-style-type: none"> • Collection, compilation and reporting of data to meet federal and state reporting requirements. • Accounting. • Administrative and on-site monitoring and evaluation. • Certification. • Financial auditing. 	6.5
SBCTC	General administrative activities including the collection, compilation and reporting of data to meet federal and state reporting requirements, accounting, administrative and on-site monitoring and evaluations, certification, and financial auditing.	3.5

These activities reflect Perkins III requirements. It is planned that these administrative activities and staffing levels will remain constant throughout the duration of this plan.

STATE LEADERSHIP

AGENCY	ACTIVITY	FTE
Workforce Board	<ul style="list-style-type: none"> Assessment activities and performance management for continuous improvement work. Technology improvement efforts, including support for the electronic version of the career guide, <i>Plan for Tomorrow Today</i>. Provision of professional development and technical assistance to state and local partners; coordination with the Workforce Investment Act, Education Reform, and other federal and state initiatives; partnership building with business, labor, education (including higher education and adult education), parents, other government, and private and public groups. Facilitation of coordination between vocational education providers and local workforce development councils. <p>Contracted services and Interagency Agreements for labor market information analysis, occupational information, other data collection efforts, and coordination and partnership-building efforts.</p>	2.0
OSPI	<p>State leadership activities including:</p> <ul style="list-style-type: none"> Professional development for vocational and academic instructors. Curriculum development. <ul style="list-style-type: none"> Integration of academic and vocational curriculum. Integration of complementing academic and vocational teaching methodologies. Career pathway implementation (coherent sequence of courses). Accountability and assessment. <ul style="list-style-type: none"> Data collection. Development of program standards and performance measures. Partnership development among business, labor, and community-based organizations. Support of vocational student organizations. Support of tech-prep. 	6.0

SBCTC	Professional development: Return to industry grants are used by colleges to enable vocational faculty to engage in industry-based professional development activities to stay current with changes in industry and the workplace, including new technologies, skill requirements, training, and career development opportunities.	.5
	Best practices/Innovation: Funds are used by colleges to identify and develop program-specific vocational/technical curriculum projects, professional development practices, program improvements, student leadership, instructional materials, and research that can be adapted for use at other campuses and programs. Specific examples and options include: integrating ESL and technical training, aligning competency-based education and work-based learning in early childhood education, a student portfolio assessment model, designing an applied math program, producing a professional/technical education resource handbook, distance education, and integration of basic skills.	

These activities reflect Perkins III requirements. It is planned that these state leadership activities will remain constant throughout the duration of this plan.

OSPI oversees a wide range of secondary vocational and technical education programs, including Agricultural, Business Education, Family and Consumer Sciences, Trade and Industry, Health, and Marketing. All school districts and education service districts have access to the state's K-20 Technology Network and video conferencing. OSPI requires all local applications, including Perkins applications, to be electronically submitted to the agency's WebApps Home Page.

SBCTC oversees a wide range of programs including academic transfer and workforce preparation. SBCTC offers a technical degree in addition to associate degrees. All community and technical college campuses are connected to the state's K-20 Technology Network and video conferencing.

Refer to Exhibit 1, Local Applications, which include descriptions of efforts to develop, improve, and expand access to quality, state-of-the-art technology in local vocational and technical programs.

4. You will describe the criteria that you will use in approving applications by eligible recipients for funds under Perkins III.

Applications for eligible local recipients desiring financial assistance under the act are submitted to OSPI and SBCTC and cover the same period of time as the State Plan. Local applications may be amended annually to better respond to the needs at the local level.

Local applications must contain the descriptions of required and permissive uses of funds and assurances contained in Section 134, plus support for the state priorities contained in the strategic plan. Applications are reviewed for completeness, detail, and compliance by state-level staff and review teams at OSPI and SBCTC prior to approval. Completed criteria checklists are retained with submitted applications.

The local applications for secondary and postsecondary systems, including tech-prep are included in Exhibit 1. At the secondary level local applications for Perkins funds are part of a system-wide electronic application process called WebApps.

5. You will describe how such programs will prepare vocational and technical students for opportunities in postsecondary education or entry into high skill, high wage jobs in current and emerging occupations.

This plan continues state support for preparing students for smooth entry into high skill, family wage and benefit occupations or further education. Perkins funds will be used at the state and local level to prepare students enrolled in secondary vocational and technical programs with the skills necessary to pursue postsecondary education or to enter jobs leading to high skill, family wage and benefit careers.

- The continued development of industry skill standards assists with the smooth transition for entry into postsecondary programs or into specific levels of employment.
- The continued development and refinement of labor market and career information available in electronic formats and targeted to this age group to assist students in making informed decisions.
- The continued expansion of tech-prep and apprenticeship articulation agreements.
- The continued growth and expansion of programs like Running Start, Career Academies, Work Based Learning Opportunities, Mentor and Job Shadowing, and Cooperative Education to provide exposure to work and postsecondary education while in secondary education.
- One-Stop Career Centers to assist with smooth access to employment opportunities.

6. You will describe how funds will be used to improve or develop new vocational and technical education courses.

OSPI approves all secondary vocational and technical education programs for which any expenditure of federal funds is planned. The local eligible recipients apply to OSPI for a proposed new vocational and technical education program. Descriptions of the following are necessary for the application to be considered.

- Occupation or cluster identification for each program intended.
- Documentation of the need for additional trained personnel by the advisory committees, local surveys, or employment forecasts.
- Potential student characteristics, including grade, age level, occupational aspirations, and disabled or disadvantaged status.
- Course outcomes including technical skills, applied basic skills, and work maturity skills in each of the major units of instruction.
- Sequence of instruction list and explanation of how each course fits into that sequence.
- Facilities and equipment to be provided for the course.
- Program structure to ensure safety factors, number of training stations, the consideration of students from special populations, and instructional requirements of specific skills to be developed.
- Personal and leadership development competencies included as an integral part of the instructional program, including participation in affiliated national vocational student organizations.
- Coordination of out-of-class experiences including home, school, workplace, and community experiences.
- Instructors names and vocational certification status of each.
- Evaluation of student follow-up, employer satisfaction surveys, and general program evaluations, plus plans for assistance in job placement.
- Advisory Committee involvement and endorsement of the course or program.

Program improvements to be funded with Perkins to approved vocational and technical education programs are described in the local application for funds and are generally the result of local initiative or assessments and evaluations.

SBCTC is responsible for approving new vocational and technical education programs at the postsecondary level. The college desiring program approval initiates the process by submitting to SBCTC a Notice of Intent and the following information.

Description of the need, including:

- The estimated output of the proposed program and similar programs statewide to not exceed projected employment needs. New and emerging occupations not covered by standard forecasts should be supported by needs studies or indication of need from employers and labor organizations who represent the work being performed.
- The program advisory committee determination of commitment in area to employ individuals served by the program.
- An indication of sufficient student interest.
- Possible regionalization with other institutions has been considered.
- Unnecessary duplication will not result from approval.

Description of Program, including:

- The technical content of the primary program will support at least entry-level employment or provide skills needed for maintaining or improving employment.
- Requirements for a certificate or associate degree are not to exceed 120 credits.
- Program objectives are developed in conjunction with advisory committees.

- Mode of instruction is consistent with the program objectives with performance criteria established.
- Safety and occupational health, leadership, environmental awareness, and work ethic content appropriate to occupation must be included in course of study.
- All programs of one year or longer must identify instructional components in communications, computation, and human relations, as well as environmental awareness.

Description of Resources, including:

- The number of student stations must accommodate the proposed number of enrollees.
- Student support services must be of sufficient scope to support the program.
- Equipment and supplies must be recommended by the advisory committee and adequately reflect current industry practice.
- The expanded employment and salary opportunities resulting from approval of the program compared to costs clearly benefit the students and the state.
- The faculty must be qualified to meet the instructional objectives.

Program improvement is a continual effort and initiated and approved at the local level. Changes in the curriculum of such significance as to alter the responses in the original approval application or changes in the total credits or clock hours require SBCTC notification and review.

7. You will describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.

Within the state we have the following vocational and technical education teacher preparation programs:

- Agricultural Education undergraduate program at Washington State University.
- Business Education undergraduate and graduate programs at Central Washington University and undergraduate program at Eastern Washington University.
- Consumer and Family Sciences undergraduate and graduate programs at Washington State University and Central Washington University and undergraduate program at Seattle Pacific University.
- Marketing Education undergraduate and graduate programs at Central Washington University.
- Technology Education undergraduate and graduate programs at Western Washington University and Central Washington University.

OSPI provides certification for all certified personnel at the secondary level, including academic and vocational teachers, guidance counselors, and administrators. Vocational and technical teacher certification reflects the standards necessary to accomplish the newly developed program standards and indicators developed to ensure that vocational and technical education students are taught to the same challenging academic proficiencies as expected of other students.

At the postsecondary level professional certification is completed at the local campus level in accordance with WAC 131-16-080 through 095.

Refer to State Leadership activities for both secondary and postsecondary inservice and technical assistance on pages 37-38.

8. You will describe how you will actively involve parent, teacher, local businesses (including small- and medium-sized business), and labor organizations in the planning, development, implementation, and evaluation of such vocational and technical education programs.

At the state level, activities from policy development to accountability include broad-based input from stakeholders and practitioners referenced above. The Workforce Board is a tripartite entity with representation from business (medium and small), labor organizations, and government (including education).

The local application at the secondary level requires the eligible recipient to describe the involvement of parents, teachers, local businesses, and labor organizations. Refer to Exhibit 1, Local Application.

At the postsecondary level all state-approved vocational and technical programs are required to have local program advisory committees, including business, labor, and education, with broad-based industry and community representative membership involved in planning, development, implementation, and evaluation of their respective vocational and technical program.

9. Describe how you will improve the academic and technical skills of students participating in vocational and technical education programs, including strengthening the academic and vocational and technical components through the integration of academics with vocational and technical education to ensure learning in the core academic, vocational and technical subjects, and all aspects of an industry.

The local application at the secondary level requires the eligible recipient to describe the activities to improve the academic and technical skills of students, including strengthening the vocational and academic components through integration of academics and vocational subjects, and instruction on all aspects of an industry. Refer to Exhibit 1, Local Application.

The state assures that students are provided strong experience in, and understanding of, all aspects of an industry through the monitoring of the descriptions provided in the local applications for funds.

The secondary local application for Perkins funds requires a description of how the eligible recipient will provide programs that address all aspects of an industry and an identification of the amount of funds to be use for this purpose. (Exhibit 1, Secondary Local Application, Page 3, I.A.2 and page 10, 3b.) It is the responsibility of the state staff at OSPI to monitor the local recipients to assure they comply with the contents of the local application. In addition, local eligible recipients are required to sign an assurance statement that professional development

programs for teachers, counselors, and administrators stay current with all aspects of the industry. (Page 3 of Assurances, 17.D.) Each local program receiving assistance under the Act is to evaluate the progress of programs in providing students with strong experience in, and understanding of, all aspects of the industry they are preparing to enter. (Page 2 of Assurances, 10(2).)

At the postsecondary level similar descriptions and assurances are included in the local application for funds. (Exhibit 1 – Postsecondary Local application, Section 1 – Assurances, 7.d., Page 2; and Section 2 – Required Elements, II. All Aspects of an Industry.)

The local application at the postsecondary level requires the eligible recipient to describe the inclusion of employability skills, basic education skills, and industry specific skills. Refer to Exhibit 1.

OSPI and SBCTC staff conduct desk and on-site monitoring reviews and on-site visitations to ensure compliance with the Act.

The Workforce Board conducts evaluations of programs of the four agencies providing programs and/or services with federal vocational education funds. They include the Workforce Board, OSPI and the secondary system, SBCTC and the postsecondary system, and Corrections Clearinghouse (ESD). State statutes require the Workforce Board to perform an outcome evaluation of the training system every two years and net impact and cost benefit evaluations every five years. Agency program evaluations are required every two years.

In addition, the Board monitors elements of the Perkins Act through its oversight of OSPI, SBCTC, and Corrections Clearinghouse for all Perkins activities. On an annual basis, the Workforce Board staff monitors the delivery system agencies for compliance with the federal state plan and applicable federal regulations. A monitoring report is developed and all three agencies respond with a corrective action plan, if necessary.

The secondary system, under the jurisdiction of OSPI, has program standards developed by teachers, program administrators, and advisory committee members that stimulate local program improvement. Secondary vocational education receives additional feedback from business, labor, and education representatives who serve on local advisory committees,. The members inform teachers and administrators about how well courses are preparing students for jobs that are available in the local community. The committees meet at least twice a year.

OSPI monitors school districts for compliance with the Perkins Act, federal regulations, the federal state plan, and the contents of their local applications through on-site and document reviews. The process begins with reading of the federal applications by the supervisor in charge of Evaluation and Assessment, the individuals responsible for Individuals with Disabilities Education Act, Chapter One, Limited English Proficiency, and by the Nontraditional Coordinator. The on-site visitations are planned by using a five-year matrix. An attempt is made to include one Vocational Skills Center, large districts, medium and small size districts, and districts who are consortia members. Once the on-site visit is made, a letter and evaluation sheet are returned to recommend and request further criteria. This process has historically resulted in 25 to 30 on-site visitations per year.

Currently, OSPI is working toward a unified monitoring process, which would include a team of personnel from OSPI visiting local districts. This began during the 1999 school year and will be a three-year rotation of all school districts. Meetings are on-going and there are still issues to resolve before it is certain that vocational education will be participating in the unified process. The logistics and resources of a team with such a diverse range of compliance, technical assistance, and program issues will be a major factor in the unified process.

SBCTC conducts evaluations of community and technical colleges for the purpose of program improvement. Campuses utilize three primary evaluation methodologies.

- Formative and summative evaluations are conducted by faculty members in individual courses. Emphasis is placed on mastery of competencies.
- Program Evaluations are conducted annually. The emphasis is on continuous improvement to achieve the most effective and efficient method of evaluation, and on implementing changes that will lead to higher quality programs.
- Institutional evaluation conducted by the regional accrediting body.

Emphasis is placed on institutional stability, qualified instructors in academic skills for integrating academics into vocational education, and more applied learning in academic programs. Information available from standards and measures are incorporated into these types of local evaluations as well.

SBCTC monitors, through on-site and document reviews, the community and technical colleges for compliance with the Perkins Act, federal regulations, fiscal control, the federal state plan, and contents of their local applications.

SBCTC's comprehensive monitoring process involves a number of steps. First, colleges' Perkins applications and local plan documents are reviewed by a committee to ensure compliance with the Perkins Act. Reviews of the colleges' reports of accomplishment are conducted to ensure that they expended Perkins funds according to their plan. Efforts are also made to ensure that colleges know the requirements of the Perkins law. Colleges are given a copy of the Perkins regulations, provided with inservice training on the Act, and given technical assistance. Also, each vocational director in the college system is a member of Vocational Technical Council that meets four times a year. During these meetings vocational directors discuss goals of the act, sharing of best practices, and advising the state on policy issues related to vocational training. Finally, on-site monitoring of the colleges occurs through a systematic approach by SBCTC audit/monitoring staff. Fiscal expenditures are reviewed for a random check of the Perkins Plan goals. Reports of SBCTC's observations and recommendations are reviewed by the Perkins Administrator. When appropriate, follow-up telephone calls and additional visits are made to ensure compliance with the Perkins Act.

In SBCTC's evaluation process each college evaluates one of the following five components each year. SBCTC staff is on every campus every year. The five areas of evaluation are:

- support services
- certification, advisory committees, and professional development
- facilities, equipment, and safety
- curriculum and articulation
- perceptions of stakeholders.

Each college decides whether they are going to use focus groups, conduct surveys, do self-studies, involve consultants, or other acceptable methods of conducting a thorough evaluation of the program quality. The results of these evaluations and each college's plan for making improvements for program quality are submitted to the state agency for review and tabulation. Plans for making program improvements are also included in the colleges' Perkins application and local plan. Likewise, the results of the plans for improvement are included in each college's reports of accomplishment.

Office for Civil Rights⁴

Day-to-day administration of the Office of Civil Rights (OCR) activities is conducted by OSPI and SBCTC. OSPI carries out these tasks for secondary vocational education programs and SBCTC is responsible for OCR activities at the postsecondary level. Each agency utilizes separate targeting plans, develops and performs desk and on-site reviews of local programs, and submits documentation describing these activities to the Workforce Board.

Methods of carrying out OCR review activities at OSPI follows the procedures outlined in the Washington State Method of Agreement and the OSPI Targeting Plan. OSPI continues to use the “25 percent of 20 percent” rule for determining the number of Local Education Agencies (LEAs) that received desk and on-site reviews. Using this method, all 233 LEAs complete a comprehensive desk review sometime within a five-year period. About 47 LEAs complete the desk review each year. Twenty-five percent, or about 12 LEAs, participate in a comprehensive on-site review each year. The targeting plan was used to select LEAs for the on-site reviews described in this report.

SBCTC conducts on-site reviews by evaluating one-fifth of the OCR program areas on each campus each year concurrently with the Perkins on-site review. This method improves the visibility and prominence of OCR on individual campuses and assures alignment with Perkins program monitoring activities.

<p>10. You will describe how you will ensure that students who participate in such vocational and technical education programs are taught to the same high challenging academic proficiencies as are taught to all other students.</p>

The state ensures that students who participate in vocational and technical education programs are taught to the same high challenging academic proficiencies as are taught to all other students.

The Workforce Board reviews local applications for secondary and postsecondary programs on an annual basis.

The Local Application at the secondary level requires the eligible recipient to describe how the vocational and technical students are taught to the same challenging academic standards as are expected of other students. Refer to Exhibit 1, Local Application. OSPI staff monitor local programs as described in the Section II.A.9 of this document.

⁴ Office for Civil Rights Methods of Administration Annual Report, July 20, 1998, produced by the Workforce Board.

The Local Application at the postsecondary level requires eligible recipients to describe the inclusion of employability skills, basic education skills, and industry specific skills. Refer to Exhibit 1, Local Application and Section II.A.9. of this document.

11. You will describe how you will provide local education agencies, area vocational and technical education schools, and eligible institutions in the state with technical assistance.

OSPI and SBCTC are the primary source for technical assistance to their respective systems. Refer to State Administration and Leadership activities on pages 32-35.

12. You will describe how vocational and technical education relates to State and regional occupational opportunities.

The Workforce Board as the state's workforce investment board under the Workforce Investment Act (WIA) will be working closely with local workforce development councils on state and regional occupational opportunities. Labor market and employment forecasts produced by ESD will serve vocational and technical education and local workforce development councils.

Labor Market Analysis

Labor market information is critical to state and local policy makers and service providers. Most of the state's labor market information activities and analyses occur with ESD's Labor Market and Economic Analysis Branch and Office of Financial Management's Forecasting Division. Labor force data are published monthly and provided by Metropolitan Statistical Areas. Trends and activities are analyzed and put into perspective. Labor market highlights and quarterly reviews of state labor market information are also published and available to vocational-technical administrators and providers of services.

These publications provide extensive information that span the state and allow schools and community and technical colleges to examine areas outside of their immediate locations. This information is augmented by input from the local participatory advisory councils and committees comprised of business, labor, and educational representatives. This network of volunteer members in the various communities lends expertise and employment knowledge to the education system for occupationally specific training. When tied to the statewide information sources, training institutions have the full array of local, regional, and statewide developments in the labor market to assist students in preparing for education and employment opportunities. While significant in its current use, enhancements to both the labor market information and its dissemination is on-going.

The move toward competency-based vocational education is allowing for greater detail on student skill levels. When combined with more detail on occupational skills needed in the workplace, this may lead to more sophisticated education and labor market information systems. Another recent development is the Geographic Information System (GIS) that can provide common identifiers for training providers and employers. GIS is a new tool that will be increasingly valuable in the future.

In concert with the Department of Labor's movement toward electronic job matching and one-stop career centers, electronic labor market information is making great progress. Washington State's Electronic Labor Market Information (WILMA) is now available on CD and the Internet. There are numerous opportunities to bridge this information to a variety of educational and training systems.

The total number of jobs in Washington is expected to increase by 22 percent from the present to the year 2010. The State's core industries—aerospace, agriculture, and manufacturing—will continue to provide a stable anchor for our economy. However, increasing use of technology will suppress employment growth in manufacturing, and the forest products industry will continue to struggle. The real driver for the economy will be high-tech manufacturing along with growth in services such as data processing, software, health care, and legal services. Wholesale and retail trade in consumer goods will continue to grow as will the ranks of government workers, who will have more students to teach, more prisoners to guard, and more social services to deliver. These changes will bring a shift in the kinds of jobs that Washington citizens will hold.

The State's providers of programs, as they realize these developments in the labor market, will increasingly use both state and Perkins Act funds to provide the kinds of training programs to meet anticipated demands. More and more, the message of competing globally and therefore educating and training a labor force that is equipped to do this is being heard by our school districts, community and technical colleges, and private career schools and colleges.

Washington's Labor Market and Economic Outlook⁵ 1999 - 2005

Washington's economy is expected to continue on an upward path through the 1999-2005 period, but with progressive easing due to demographic and economic factors. The duration of the national business cycle portends a recession potentially bisecting this six-year span. In addition, growth of the labor force will decelerate as the low fertility rates of the late 1960s and onward play out in a smaller supply of potential new workers. Slowing labor force growth and an aging population are nationwide phenomena. But Washington is expected to still post higher-than-national labor force growth rates thanks to continued strong net migration.

The labor force nationwide is predicted to advance at a 1.4 percent pace in 1999 and then ease to a 1.0 percent rate by 2002. Growth rates should then linger in the 1.1 and 1.2 percent range through 2005. In contrast, Washington's labor force should grow 2.1 percent in 1999, soften to 1.6 percent by 2003, and continue at that pace through 2005.

After a vigorous build-up during the mid-to-late 1990s, annual growth in nonfarm jobs nationwide is expected to slow to a 1.2 percent increase in 1999. By 2001, gains in nonfarm payroll counts are forecast to moderate to just 0.9 percent. Thereafter, job growth should bounce back to the 1.5 percent range through 2005. Total non-farm employment should grow 7.3 percent nationwide between 1999 and 2005.

⁵ Provided by Employment Security Department from the Employment Security Department's Strategic Plan that is part of the agency's state budget request.

In the meantime, nonagricultural jobs in Washington should advance at a 2.0 percent clip during 1999, well above the national rate. Annual job growth should then ease to 1.5 percent in 2003, and subsequently increase at 1.6 percent annually through the remainder of the period. Total non-farm employment should grow 10.9 percent between 1999 and 2005, or 288,000 jobs.

Sectors where industry growth should be most vibrant include the broad services division, in particular business services—including computer data processing and prepackaged computer software. Retail trade jobs are projected to advance at a rate just below the overall industry average—a change from the prior two decades when growth was well above average, but the sector will still provide a very large number of net new jobs. Overall, manufacturing jobs are projected to rise, but only modestly. Paper, lumber, primary metals, aircraft, and instruments will experience losses while the balance of manufacturing should exhibit moderate growth.

Current joblessness has been at record lows both statewide and nationwide. The 1999-2005 forecast calls for an increase in the rates to more historical norms. Nationwide, the jobless rate is expected to gradually move up to 5.8 percent by 2003 and then moderate to 5.5 percent in 2005. Washington's rate should trend above the national average in the latter stages of this period, reaching 6.5 percent or a 220,000 monthly average in 2005. Considering that the total number of individuals experiencing some bout of unemployment during a given year is about three times the monthly average, some 600,000 workers could suffer some period of joblessness in 2005. Important also is that the characteristics of the unemployed are changing with greater numbers of middle-aged job losers and young new-entrants to the workforce—the one struggling with transferability of skills and the other competing in an increasingly demanding labor pool.

The principal risk to this forecast is that of recession. If a recession were to occur, it would likely be in 2001-2002. If that were the case, joblessness nationwide would increase to around 7.4 percent of the civilian labor force. Holding to historical patterns, Washington's unemployment rate would surpass the national rate by at least a full percentage point to at least 8.5 percent, pushing the total unemployed to approximately 272,000 workers.

<p>13. You will describe the methods you propose for the joint planning and coordination of programs carried out under Perkins III with other Federal education programs.</p>
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The purpose of the Workforce Board is to provide planning, coordination, evaluation, monitoring, and policy analysis for the state training system as a whole and advice to the Governor and Legislature concerning the state training system, in cooperation with the agencies which comprise the state training system. In this capacity, the Board will be working on increased and enhanced coordination activities. Current coordination efforts are identified below for planning and coordination of programs under the Perkins Act and programs conducted under the WIA, Adult Education Act, Title I of the Elementary and Secondary Education Act of 1965, the Individuals with Disabilities Education Act (IDEA - P.I- 101-476), the Rehabilitation Act Amendments of 1972 (PL 102-569), and with apprenticeship training programs.

Another significant activity that involves joint planning and coordination is the work occurring in School-to-Work Transition (STWT). A core component of the state's STWT implementation plan is the development of industry-based skill standards. Simply put, skill standards are the industry-defined skills, knowledge, and abilities required for individuals to succeed in the workplace. They specify what students and current employees must know and be able to do within a particular industry and occupation. A number of innovative partnerships involving industry groups, business, labor and leaders from the two-year colleges, K-12 schools, and four-year universities have formed to develop industry-defined "skill standards." Skill standards provide an effective way to connect education with industry's needs and ensure that students learn up-to-date skills through education and training programs that are designed to help make them productive and employable.

There are currently 18 different skill standards projects in various stages of development. Skill standards were recently completed for information technology, allied oral health, cosmetology, telecommunications, and chiropractic technicians; skill standards projects for manufacturing (using Manufacturing Technology Advisory Group competencies), retail/wholesale trade, natural resources technology, secondary wood products, law enforcement, and food processing are nearing completion. Skill standards projects for audiology/hearing aid technology, early childhood education, vocational instructors, para-educators, travel and tourism, and optician technology are now underway.

Washington is also working with California and Oregon to develop portable skill certificates for the retail and financial services industries that integrate academic and industry-defined standards. Another project is building assessment tools around skill standards for use in education and industry training programs in electronics.

SBCTC administers funds for the development of skill standards in the state, and requires that all proposals indicate how they will leverage other federal (including Perkins), state, local and non-public funding sources and in-kind contributions. As the state continues to increase the number of available skill standards, it will also support the development of standards-based assessments and curriculum projects to create new vocational-technical programs and to help link secondary and postsecondary programs. It is anticipated that further leveraging of Perkins funds will occur as projects increase in number and initiate assessment and curriculum development activities based on skill standards.

Workforce Development Activities

In Section I.A.5 and 6 the relationship of the Workforce Board and the eligible state agency for the receipt of federal vocational and technical education funds is described, as is the state's initiative to develop strategic and unified plans for all workforce development programs, services, and activities. This action brings even greater emphasis on joint planning through the state unified plan process and development and the development of local Workforce Investment Boards and local plans. The joint planning has a single focal point of responsibility.

Within the State, the coordination of Perkins III funds with the School-to-Work effort refers not to the use of Perkins funds to carry out activities under the School-to-Work Opportunities Act of 1994 but to the support of the School-to-Work System developing a foundation component of a greater education reform effort. It is a system that uses Perkins III and state funds to support the vocational and technical education components of classroom learning, workplace learning, connecting activities, integration of academic and vocational education, career pathways, skill standards, and accountability.

Coordination is expected to continue to grow at the local level. Washington State's 12 service delivery areas work with training institutions, community and technical colleges, and K-12 schools and skills centers to ensure the elimination of nonessential duplication of services, coherent sequencing of programs and services, and dual enrollments and dual credit offerings so that participants can be efficiently trained and can successfully transition to employment. Local Workforce Development Councils are required to have two representatives from secondary education and two representatives from postsecondary education as members.

Adult Education Act and Elementary and Secondary Education Act

OSPI and SBCTC are the two state agencies responsible for the daily administration of secondary and postsecondary education programs. This includes education programs that are governed by federal legislation (Elementary and Secondary Education Act, Adult Education Act, etc.) and that are responsive to federal regulatory requirements. In both state agencies, staff from the vocational education departments work together with other departments to ensure compliance with all federal mandates. The OCR audit instrument addresses vocational programs, examining them for equal access and accommodations. Arrangements exist between the State Educational Agencies (SEAs) and the local education agencies (LEAs) whereby LEAs are systematically audited for OCR requirements over a five-year period.

Staff of the Workforce Board also participate in meetings of the Advisory Council on Adult Education (ACAE). Activities of the council include the review of literacy assessment data from the Washington State Literacy Survey (SALS). Information from the SALS is referenced in an issue paper, prepared by the Workforce Board staff, on methods to increase the basic skills of current workers. This paper proposed action steps for adult literacy services that the Board will further review in concert with the ACAE.

As the Workforce Investment Act unfolds, the Workforce Board continues to work with its partners to transition to this new legislation. The five-year Adult Basic Education Plan was submitted to U.S. Department of Education in March 1999 and will be updated as part of Washington State's Unified Plan. Local recipients of WIA, Title II funds are required partners of the twelve local Workforce Development Councils and participate in the development of the local Memorandum of Agreement.

Education of Students with Disabilities

As presented in several assurances and descriptions in the local applications for both the secondary and postsecondary systems the requirements for serving students with disabilities in vocational programs under the jurisdiction of OSPI and SBCTC are being addressed.

Additionally, the Workforce Board, OSPI, and SBCTC have been represented on the Governor's Committee on Disability Issues and Employment, a forum whereby the needs of the disabled community are made known and the availability of programs and services to assist in meeting identified needs are communicated. This Committee enables information to be shared that benefits both the disabled community and vocational education in its planning.

Where appropriate, vocational education programs and activities for students with disabilities are included in the transition component of their individual education program (IEP). The IEP also includes, where appropriate, the related aids and services necessary to assist the student with disabilities to succeed in these vocational education programs. For students jointly enrolled in vocational education and special education, monitoring of the transition component of the IEPs will be done by a SEA team which includes representation from special education and vocational education.

On June 4, 1997, Public Law 105-17, The Individuals with Disabilities Act Amendments of 1997, was signed into law. The re-authorization focuses on improving educational results for all students by: (1) including children with disabilities in state and district assessments, (2) developing performance goals for children with disabilities, and (3) regular reporting to the public on progress toward meeting the goals. These changes are consistent with the state's education reform efforts, the strategic and unified plans, and PMCI.

Rehabilitation Act Amendments

At the local level, referrals of rehabilitation clients, both youth and adults, are made and written agreements are established between local rehabilitation services and LEAs for assessment, training, counseling, and placement services. The guidance function at the local level provides a focal point for assisting students with multiple support services, including those offered by agencies responsible for rehabilitation services.

As the Workforce Investment Act unfolds, the Workforce Board continues to work with its partners to transition to this new legislation. Rehabilitation service providers are partners at the local level and participants on the local Workforce Development Councils. The state plan will not be updated in time to be part of the initial unified plan, but will be included later.

Apprenticeship Training Programs

Apprenticeable trades are significantly involved in vocational education program planning. Many community and technical colleges fund these programs and provide institutional support for apprentices. Accordingly there is representation from apprenticeable trades on both local and state-level advisory groups. For example, labor is represented on the Workforce Board and on most of the committees and task forces involved with workforce training and education. The secondary vocational Nontraditional Coordinator serves on the State Apprenticeship Affirmative Action Advisory Committee. Additionally, graduates from apprenticeship programs are considered an important factor in determining occupational supply and demand projections. Further, community and technical colleges conduct training in coordination with apprenticeship training councils.

The Workforce Board serves as an ex-officio member of the Washington State Apprenticeship Training Council and was a member of the Governor's Apprenticeship/Vocational Education Steering Committee. The Workforce Board is responsible for approving the related classroom instruction for those apprenticeship programs that do not conduct the classroom portion of their programs in a community or technical college.

14. You will describe how funds will be used effectively to link secondary and postsecondary education.

Within the state, all workforce development programs are linked by means of common goals, objectives and strategies, and common accountability goals and measures as identified in the state's strategic plan. In addition to this strong foundation of common vision of where we are going and how we will know when we get there, the function of creating the State Unified Plan and the Governor's approval of all the local Unified Plans will assist in surfacing opportunities for building stronger links, for eliminating unnecessary duplication, and for sequencing learning experiences at all levels.

There are opportunities in the state, like tech-prep discussed on pages 68-72, and dual enrollment and dual credit programs like Running Start, that allow eligible secondary students to take classes at the postsecondary level and receive credit from both institutions. Nonduplication is the goal of both state and federal programs for vocational and technical education.

15. You will describe how you will address the equity provisions contained in Section 427(b) of the General Education Provisions Act, as amended.

The Improving America's Schools Act of 1994, Section 427(b) of the General Education Provisions Act, as amended requires the state to describe steps taken to assure equitable access to and equitable participation in the activities funds are requested to support. The provision specifies equity for students, teachers, and other program beneficiaries regardless of special characteristics included but not limited to gender, race, national origin, disability and age.

Washington State is taking action on a broad range of issues to remove barriers that restrict access or participation in response to the Governor's Executive Order affirming commitment to diversity and equity in service delivery and a diversity initiative. The Executive Order recognizes the unique qualities of all individuals and encourages them to avail themselves of educational, economic, and other opportunities.

The State Superintendent of Public Instruction, State Board of Education, State Board for Community and Technical Colleges, and the State Human Rights Commission have published recommendations to create equity in our public institutions. Additional efforts occur through articulated activities between special population administrators, teachers, and counselors and their vocational education counterparts in local school districts, skill centers, and community/technical colleges. Other examples include equal access statements in catalogs, brochures, newspapers, and bulletin boards around schools and campuses.

Compliance with the requirements of the Office of Civil Rights, Americans with Disabilities Act, Individuals with Disabilities Act, the Perkins Act, and state laws directives is provided leadership from the state and by on-site and desk top reviews of programs and performance measures.

16. You will include the description of the procedures in place to develop the memoranda of understanding outlined in section 121(c) of the Workforce Investment Act of 1998.

The local Workforce Development Council, in agreement with the area's local Chief Elected Official(s), must enter into a Memorandum of Understanding (MOU) with each of the area's One-Stop partner organizations. The MOU must describe the agreement that was reached between the Council and the One-Stop partner organizations. The agreement must contain provisions describing the services to be provided through the One-Stop delivery system; the funding of the services and operating costs of the system; and methods for referring individuals between the One-Stop operators and partners. The provisions of the MOU must describe the duration and procedures for amending the MOU and may contain other local cooperative agreements.

17. You will describe the procedures you will develop to ensure coordination of nonduplication among programs listed in section 112(b)(8)(A) of the Workforce Investment Act.

As a first step, representatives of the programs listed have developed a matrix of roles and responsibilities under the Workforce Investment Act of 1998 consistent with the Governor's desires for implementation of the Act. The matrix has been the topic of discussion at focus groups held in the state. Each focus group included education representatives (two secondary and two postsecondary) as additional coordination assurance. In addition, as referred above, the single point of responsibility for the development of the state unified plan and the consistency of local plans with the state's unified plan will ensure coordination and nonduplication of programs.

It is the responsibility of the local Workforce Development Councils to develop local strategic and operational plans supporting the state unified plan. Current state policies provide strong support for coordination and nonduplication among programs. Inclusion of such procedures in the unified plan in response to the Workforce Development Act is consistent with current state policies. The local Workforce Development Plans are to be consistent with the state unified plan and are to be submitted to the Governor for review and approval.

The Workforce Board is designated as the state's workforce investment board for purposes of the WIA of 1998. As such, the Workforce Board serves as both the eligible agency and the workforce investment board and will monitor coordination of programs.

NOTE: Section 118

Section 118 provides funds to states to enable the designated entity to:

- Provide technical assistance to state entities to carry out the following:
 1. provide support for a career guidance and academic counseling program designed to promote improved career education decision-making by individuals;
 2. make available to students, parents, teachers, administrators, and counselors, and to improve accessibility with respect to information and planning resources that relate educational preparation to career goals and expectations;
 3. equip teachers, administrators, and counselors with the knowledge and skills needed to assist students and parents with career exploration, educational opportunities, and education financing;
 4. assist appropriate State entities in tailoring career-related educational resources and training for use by such entities;
 5. improve coordination and communication among administrators and planners of programs authorized by this Act and by section 15 of the Wagner-Peyser Act at the federal, state, and local levels to ensure nonduplication of efforts and the appropriate use of shared information and data; and
 6. improve ongoing means for customers, such as students and parents, to provide comments and feedback on products and services and to update resources, as appropriate, to better meet customer requirements.
- Disseminate information that promotes the replication of high quality practices described above.
- Develop and disseminate products and services related to the activities described above.

The Workforce Board and the Governor jointly designate the Workforce Board as the “designated entity” to receive the state’s grant for Section 118. The funding will support the career and guidance related goals, objectives, and strategies contained in the strategic plan.⁶ This ties nicely with the Governor’s desire to provide more and better coordinated career guidance to all partners in the workforce development system.

⁶ Specifically Goal One, Objective 2

“Increase the number of young people who understand and act on career opportunities available through vocational-technical education and training programs.” Strategies: Provide high-quality labor market information that enables programs to respond to changes in the labor market and informs students and other customers about current career opportunities.”

III. ACCOUNTABILITY AND EVALUATION

A.

1. Describe the procedures employed to include input from eligible recipients in establishing the following:

Input on Core and Additional Indicators of Performance: In order to identify how the state will measure the indicators of performance for Perkins, the Workforce Board conducted a broad process to obtain the views of eligible recipients and other stakeholders. This process included the dissemination of drafts to vocational education area directors and members of the executive committees of vocational associations, the posting of drafts on the Workforce Board's Website, focus groups, meetings with vocational educators, and presentations at conferences. There have also been ongoing discussions with staff of the SBCTC and OSPI. In addition, the Board members of the Workforce Board have discussed accountability issues at public Board meetings.

The Workforce Board began designing a performance accountability system for the workforce development system as a whole in 1994. The Board used a broad process for stakeholder input on the accountability system, including focus groups, meetings, and conferences involving eligible recipients and other stakeholders. This accountability system includes performance indicators that apply across workforce development programs. The Workforce Board has been using these indicators since 1995 to evaluate the results of workforce development programs including secondary and postsecondary vocational education.

Two of these state indicators overlap with two of the mandatory indicators specified in the Perkins Act (credential attainment and post-school employment or continuing education or training) and meet Sec. 113 (b)(2)(C) requirements for "existing indicators." Other state indicators lie outside the four mandatory Perkins indicators and will be "state additional indicators" as allowed under the Act.

Input on Levels of Performance on Core and Additional Indicators: In order to identify the adjusted levels of performance, the Workforce Board collected and analyzed data on the core indicators for Perkins (both mandatory and state additional indicators) for the 1997-98 school year. This data served as baseline data for proposing the adjusted levels of performance. Once the baseline data was available, the Workforce Board staff discussed the numbers with the stakeholders, including local recipients, in order to develop a proposal for Board consideration at the Board's January 5, 2000, meeting. At the meeting, the Board preliminarily adopted the proposed adjusted levels of performance for public review. The Workforce Board then conducted a public comment process as required in the Act to formally obtain public comment on the draft Perkins Plan, including the adjusted levels of performance. After conclusion of the public comment process and prior to April 1, 2000, the Board will adopt a final State Perkins Plan, including the adjusted levels of performance for submittal to U.S. Department of Education.

2. Identify and describe the following:
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Core Indicators

Barriers to Measuring the Core Indicators

The main challenges for Washington pertain to secondary vocational-technical education and particularly Indicator 1: Student attainment of challenging State established academic and vocational and technical skill proficiencies.

The role and content of secondary vocational-technical education in Washington is currently under review. OSPI has established the “Standards Committee” to make important recommendations that will impact the future of secondary vocational-technical education. Among other issues, the Committee is looking at the relationship between vocational education and education reform and how to ensure the quality of vocational programs. A particular issue under discussion is at what point does an individual become a vocational student. Does this occur only after a student has met the standards of the 10th grade academic assessment? Committee recommendations are expected to be final in the spring of 2000.

Washington currently has no system in place for identifying secondary vocational students who take more than one vocational class but who do not complete a vocational sequence. Vocational completers are defined as students who complete a vocational sequence in a particular field. This is usually defined as 360 clock hours, but the definition is at the discretion of individual school districts. For now, the Workforce Board will measure the performance of vocational completers as identified by their school district. Once the state adopts a definition of vocational student that identifies students who take more than one class, the Workforce Board expects to measure the results of all secondary vocational students, not just completers.

Washington’s K-12 system does not have a centralized database of individual student records required to measure Indicator 1. Individual student information resides at the school district level, and the format varies from one district to another. Electronic student transcripts do not exist in all districts. OSPI is currently conducting a project that will make standardized student data more accessible for accountability purposes. This project may be completed by the end of the 1999-2000 school year and impact measures that the Workforce Board proposes for future years.

In the spring of 1999, Washington implemented a state-designed assessment of academic skills at the 10th grade level. We will not know which of the students who took the initial 10th grade assessment are vocational completers until after the end of the 2000-01 school year. By that time, state decisions on the definition of vocational participants and the relationship between vocational participation and the 10th grade assessment may affect whether or not the 10th grade assessment is a meaningful measure of the academic skill proficiencies of vocational students. Therefore, it is impossible to say at this time whether in the future the state will use the state’s academic assessment for Perkins accountability.

There is no standardized assessment of secondary vocational skills that is used by a substantial portion of secondary programs. The assessment of vocational skills is another issue that is being discussed by the Standards Committee. If, in the future, a substantial portion of secondary vocational-technical education programs use the same assessment of vocational skills, then such assessment would be available to the Workforce Board for measuring Perkins Indicator 1.

As is typical elsewhere in the country, in our community and technical college system there are no standardized assessments of academic skills. On the vocational side, the state is moving to the implementation of vocational skill assessments linked to industry validated skill standards. But at this time, too few programs have such assessments to use as a measure of Perkins Indicator 1.

Measures for the Core Indicators in the Act

General Features

Population: For secondary vocational-technical education, the population measured will be students that school districts have identified as vocational completers. For postsecondary vocational-technical education, the population measured will be students who have identified themselves as intending to complete a vocational credential and who have either enrolled in at least six vocational credits or who have completed at least three vocational credits.

Indicator 1: Student attainment of academic and vocational and technical skill proficiencies.

Given the barriers/challenges discussed above, Washington must use proxies to measure this indicator:

1. Washington's measure: The percentage or number of vocational students who have attained a degree or certificate.

Secondary	Postsecondary
Numerator: The number of vocational completers who have attained a high school diploma during the year.	The number of vocational participants who have attained a degree, a certificate, apprenticeship, or industry certification during the year.
Denominator: The number of vocational completers during the year.	

Rationale: Although these measures are proxies for actual assessments, they do reflect academic and vocational skill proficiencies. In order to receive a high school diploma, a student must meet state minimum standards in academic subjects. Similarly, by virtue of regional accreditation standards, all community and technical college programs that offer a certificate that requires one year of class time and/or a degree must recognize academic proficiencies. Secondary vocational students are not awarded a diploma unless they demonstrate appropriate vocational competencies as defined by their local program. For postsecondary, additional credentials are used to recognize vocational proficiencies, but not necessarily academic proficiencies.

Indicator 2: Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

2. Washington's measure: The percentage or number of vocational students who have attained a degree or certificate.

Secondary	Postsecondary
Numerator: The number of vocational completers who have attained a high school diploma.	The number of vocational participants who have attained a degree, a certificate, apprenticeship, or industry certification during the year.
Denominator: The number of vocational completers during the year.	

Rationale: Secondary vocational-technical education currently has no proficiency credential that is widely available other than a high school diploma.

Indicator 3: Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.

3. Washington's measure: The percentage of former vocational-technical education students who are either employed, in the military, or enrolled in education or training during the year after leaving vocational-technical education.

Secondary	Postsecondary
Numerator: The number of vocational completers who have either employment reported in unemployment insurance wage records or other administrative records, or enrollment in the military or higher education during the third post-exit quarter.	Numerator: The number of vocational participants who have either employment reported in unemployment insurance wage records or other administrative records, or enrollment in the military or higher education during the third post-exit quarter.
Denominator: The number of vocational completers during the year.	Denominator: The number of vocational participants who exited during the year.

Rationale: This is an existing measure that the Workforce Board has used before. The Workforce Board intends to use this measure as a state core measure for programs serving youth that are in the state's unified plan. We have, therefore, designed this measure so that it works as best possible for a variety of programs. Our research shows that the third post-program quarter is a good predictor of long-term and relative program results, including retention and completion. Immediate placement at the time of exit makes no sense as a measure of vocational education results because it is too soon to measure program effects.

Indicator 4: Student participation in and completion of vocational-technical education programs that lead to nontraditional training and employment.

4. Washington's proposed measures: The percentage of vocational students who participate in and the percentage who complete vocational-technical education programs that lead to nontraditional training and employment.

Secondary	Postsecondary
4a. Numerator: The number of vocational enrollees who have completed a program in which their gender comprise less than 25 percent of the individuals employed in Washington in that field. Denominator: The number of students enrolled in vocational classes during the year.	4a. Numerator: The number of vocational participants who have completed a program in which their gender comprise less than 25 percent of the individuals employed in Washington in that field. Denominator: The number of vocational participants during the year.
4b. Numerator: The number of vocational completers who have completed a program in which their gender comprise less than 25 percent of the individuals employed in Washington in that field. Denominator: The number of vocational completers during the year.	4b. Numerator: The number of vocational completers who have completed a program in which their gender comprise less than 25 percent of the individuals employed in Washington in that field. Denominator: The number of vocational completers during the year.

Note: In order to identify nontraditional programs, we use the list of occupations and programs by CIP published in 1998 by U.S. Department of Education.

Additional State Indicators

The Workforce Board has adopted three indicators that are in addition to the indicators required under Perkins. Only the first of these three additional indicators is required by the State to be measured at the local recipient level.

Earnings of Former Program Participants

Methodology

The median annualized earnings of former participants with employment recorded in unemployment insurance wage records during the third quarter after leaving the program, measured only among former participants who are not enrolled in further education during the quarter.

(Note: This indicator is to be measured at the state level and is not required as an indicator of local education institutions.)

Employer Satisfaction with Former Program Participants

Methodology

Percentage of employers who report satisfaction with new employees who are program completers as evidenced by survey responses to a statewide survey.

(Note: This indicator is to be measured at the state level, and is not required as an indicator of local education institutions.)

Former Participant Satisfaction

Methodology

Percent of former participants who report satisfaction with the program as evidenced by survey responses to a statewide survey.

(Note: This indicator is to be measured at the state level, and is not required as an indicator of local education institutions.)

Levels of Performance on Core and Additional Indicators

Levels of Performance for Vocational and Technical Education

Indicator	Secondary Baseline and Year 1	Secondary Years 2 and 3	Postsecondary Baseline and Year 1	Postsecondary Years 2 and 3
1. Student Attainment of Skills	Baseline (97-98) 95% Year 1 (99-00) 95%	Year 2 (00-01) 95% Year 3 (01-02) 95%	Baseline (97-98) 14,544 Year 1 (99-00) 15,430	Year 2 (00-01) 16,150 Year 3 (01-02) 17,170
2. Student Attainment of Credentials	Baseline (97-98) 95% Year 1 (99-00) 95%	Year 2 (00-01) 95% Year 3 (01-02) 95%	Baseline (97-98) 14,544 Year 1 (99-00) 15,430	Year 2 (00-01) 16,150 Year 3 (01-02) 17,170
3. Positive Placement and Retention	Baseline (97-98) 74% Year 1 (99-00) 74%	Year 2 (00-01) 75% Year 3 (01-02) 77%	Baseline (97-98) 75% Year 1 (99-00) 75%	Year 2 (00-01) 75% Year 3 (01-02) 75%
4a. Non- Traditional Participation	Baseline (97-98) 37% Year 1 (99-00) 37%	Year 2 (00-01) 37% Year 3 (01-02) 37%	Baseline (97-98) 18% Year 1 (99-00) 18%	Year 2 (00-01) 19% Year 3 (01-02) 20%
4b. Non- Traditional Completion	Baseline (97-98) 33% Year 1 (99-00) 33%	Year 2 (00-01) 33% Year 3 (01-02) 33%	Baseline (97-98) 18% Year 1 (99-00) 18%	Year 2 (00-01) 19% Year 3 (01-02) 20%
5. Earnings	Baseline (97-98) \$9,516 Year 1 (99-00) \$10,095	Year 2 (00-01) \$10,398 Year 3 (01-02) \$10,710	Baseline (97-98) \$19,574 Year 1 (99-00) \$20,766	Year 2 (00-01) \$21,389 Year 3 (01-02) \$22,031
6. Employer Satisfaction (biennial measurement)	Baseline 1999 62% Year 2001 65%	Year 2003 69%	Baseline 1999 70% Year 2001 72.5%	Year 2003 75.0%
7. Participant Satisfaction	Baseline (98-99) 96% Year 1 (99-00) 95%	Year 2 (00-01) 95% Year 3 (01-02) 95%	Baseline (98-99) 91% Year 1 (99-00) 91%	Year 2 (00-01) 91% Year 2 (01-02) 91%

Rationale for indicators is included in strategic plan. In establishing these adjusted levels of performance, several factors were considered including baseline and earlier performance, the input of program stakeholders, adjusted levels of performance in other states, and general economic factors.

3. Describe how you will annually evaluate the effectiveness of vocational and technical education programs, and describe how the eligible agency is coordinating such programs to ensure nonduplication with other existing Federal programs.

Annual Evaluation: The Workforce Board will annually evaluate the effectiveness of vocational and technical education programs on each of the core and additional indicators through the data collection and reporting process described in 5 and 6, below.

4. Describe how you will report data relating to students participating in vocational and technical education in order to adequately measure the progress of the students, including special populations.

Reporting Data: The Workforce Board will annually report data relating to vocational students, including special populations, through the annual performance report as required by U.S. Department of Education.

5. Describe how you will ensure that the data reported to you from local educational agencies and eligible institutions under Perkins III and the data you report to the Secretary are complete, accurate, and reliable.

Data Collection: For secondary vocational-technical education the main database will be electronic individual student records obtained from school districts through the “Graduate Follow-up Study” (GFS). The GFS has been a voluntary effort to collect student record data from participating school districts. For the most recently available year, the class of 1998, there are 8,889 vocational completers and 109 school districts in the data file. This is 46 percent of all school districts with vocational programs and up to 90 percent of all vocational completers. OSPI is moving to increase participation and to operate the system with internal staff. The GFS process includes the reviewing, cleaning, and editing of school district data to increase its accuracy. Data from the GFS will be sufficient for reporting the results for Indicators 1, 2, and 4b as proposed, and will be the source of student records for Indicator 3. The state’s nontraditional coordinator will collect secondary data for Indicator 4a.

The U.S. Department of Education has indicated that states may use a sample of local recipients to measure the performance indicators during the first two years of the plan. If a school district wants to be eligible for Perkins funding after the first two years, then the district will be required to either participate in the data process describe here, or to participate in performance measurement through a survey of former students.

For postsecondary vocational-technical education the main database continues to be the central student records system of the community and technical colleges. This data will be sufficient for reporting the results for Indicators 1, 2, and 4 as proposed, and for supplying the student records for indicator 3.

The student records systems will enable the identification of the special populations (with the exceptions of single pregnant women and displaced homemakers) and tech-prep students for disaggregation of the data for all Perkins core indicators. It is unlikely that we will ever have a system that identifies all pregnant students or displaced homemakers.

<p>6. As required by Sec.112(b)(8)(B) of the Workforce Investment Act of 1998, describe the common data collection and reporting process used for the programs and activities described in Sec. 112(b)(8)(A)(iii) of the Workforce Investment Act of 1998, and to postsecondary vocational education activities.</p>

Common Data and Reporting Processes: The Workforce Board and its partner agencies in the state's workforce development system have developed a system to match student records with other administrative databases (such as unemployment insurance wage records and four-year college and university student records) necessary for measuring Indicator 3. This data matching system has been in use since 1997, and is the same system used for calculating the results of WIA programs. SBCTC and OSPI will pull the student records data for matching through this system. Once the data is matched, the results will be reported by the Workforce Board back to the operating agencies and to the relevant federal agencies. (The common data collection and reporting processes are further described in the performance accountability chapter of the Washington Strategic Plan for Workforce Development.)

IV. SPECIAL POPULATIONS AND OTHER GROUPS

A.

1. Describe your program strategies for special populations.

Secondary and postsecondary systems require that local deliverers make assurances in their local applications and clearly identify the total enrollment of special populations in their respective districts and colleges. They are also asked to indicate how the needs are assessed and how they intend to address those needs. The local applications further identify what affirmative outreach and recruitment efforts exist. These may include, but are not limited to, comprehensive career guidance and counseling, promotional activities (career fairs, etc.), career file folders (portfolios), and publications printed in non-English languages. Local plans also include the local equity plan. These descriptions are reviewed by OSPI and SBCTC to ensure that issues of access and recruitment are addressed.

Use of Perkins funds for supplementary services may range from curriculum and classroom modification to support personnel and instructional aids. To assure that services and activities are responsive, local program deliverers are asked to indicate their monitoring efforts of all special population students. These local efforts are, in turn, monitored by state staff.

At the postsecondary level diversity has been a major focus for the entire system. All campuses and all programs have developed strategies for assuring access and support for an all inclusive environment.

The state's strategic plan for workforce training and education contains a description of the state's demographics and identifies challenges that the Workforce Board will visit and revisit in the coming years. Some of the challenges that apply to the Perkins Act include:

- How will the system eliminate attitudes, behaviors, and practices to ensure success for all individuals?
- How will economically disadvantaged individuals and others with unmet training needs receive the support services they need?

Refer to Exhibit 1 Local Applications for planned activities at the local level.

2. You will describe how individuals who are members of special populations will be provided equal access to activities under Perkins III.

Executive Order 93-07, Affirming Commitment to Diversity and Equity in Service Delivery and a Diversity Initiative, recognizes the unique qualities of all individuals and encourages them to avail themselves of educational, economic, and other opportunities. The State Superintendent of Public Instruction, State Board of Education, State Board for Community and Technical Colleges, and State Human Rights Commission have published recommendations to create equity in our public institutions. Additional efforts occur through articulated activities between

special education administrators, teachers, and counselors and their vocational education counterparts in local school districts, skills centers, and community/technical colleges. Other examples include equal access statements in catalogs, brochures, newspapers, and bulletin boards around schools and campuses.

Individuals who are members of special populations are provided with equal access to the same full range of vocational education programs available to individuals who are not members of special populations. This includes occupational special courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services.

Vocational education programs and activities for individuals with disabilities are provided in the least restrictive environment in accordance with section 612(5)(B) of the IDEA and will, if appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of that Act. Planning for individuals with disabilities is coordinated among appropriate representatives for vocational education, special education, and state vocational rehabilitation agencies.

In addition, any special population student enrolled in a private secondary school is allowed to attend vocational programs at a public school. Information on vocational programs is generally made available to prospective vocational education students and their parents through mailings or other methods of distribution.

<p>3. You will describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.</p>

The Governor's Executive Order referenced in Section IV.A.2. is monitored at the local level by the Vocational Director/Administrator in cooperation with local special education staff to determine compliance with individualized education programs developed for the student under section 614(a)(5) of the IDEA, the laws of the state, and Perkins requirements. The delivery system agencies (OSPI, SBCTC, and ESD-Corrections Clearinghouse) conduct local program monitoring of school districts/campuses to assure compliance with provisions of the Act. The Workforce Board monitors the state-level delivery system agencies for compliance with the Act.

<p>4. You will describe how individuals who are members of special populations will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how it will prepare special populations for further learning and for high skill, high wage careers.</p>

The State has developed measurable goals and accountability measures for meeting the needs of those who are members of special populations. At the state level, measures for diversity—for people of color, women, and people with disabilities—are included for all the goals. Refer to Section III. Accountability.

At the local level, measurable goals for services and programs to meet the needs of special populations are described in the local applications. In the secondary system, school districts must provide full descriptions of assessment strategies and how their plans will address the needs of special populations, including funding levels and comments. Specific inclusions contain: enrollment numbers, assessed needs, how the needs will be met, and outreach and recruitment efforts. In the postsecondary system, a similar procedure exists and is identified in their application and funding matrix.

5. You will describe how you will adequately address the needs of students in alternative education programs.

Requirements of the Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals in the appropriate state education agency who are responsible for students who are members of special populations, and will meet education standards of the state educational agency. OSPI is the state educational agency responsible for special populations. OSPI staff works collaboratively with local vocational education administrators and staff, and with the State School for the Deaf and the State School for the Blind.

The OSPI works with statewide institutions responsible for incarcerated youth with learning disabilities to provide access to vocational services. Incentives are provided for local school districts to collaborate in providing assessments of incarcerated youth.

The State also provides for vocational services for individuals who are members of special populations who are enrolled in private secondary schools.

6. You will describe how funds will be used to promote preparation for nontraditional training and employment.

To assure that the state addresses the issues regarding nontraditional employment and training, the Workforce Board approved \$150,000 for state leadership activities that prepare individuals for nontraditional employment.

Perkins III represents a significant philosophical departure from Perkins II regarding services to certain student populations.

In *Workforce Training Results 1998*, the Workforce Board reported that, “Prior to enrolling in training, most women had lower wages and earnings than did men who enrolled in the same program. After leaving their program, most women were still paid less than men who had participated in the same program.” Additional data was analyzed by the Workforce Board to determine the factors associated with the post-program wage differences between men and women. In summary, the findings are explained by the wage differences in the fields of study chosen by men and women and by the fact that women work fewer hours. There are multiple factors affecting the choices that women and the hiring decisions employers make that result in the gender imbalance in the wage outcomes.

The \$150,000 will be split evenly between secondary and postsecondary activities allowing OSPI and the SBCTC to address the issues pertinent to their respective levels. This will provide for the full use of the available dollars for nontraditional training and employment. It allows the state to implement the action plans that resulted from the assessments conducted during the transition year and to effectively invest these funds in PY 00 and beyond.

In addition to the state level investments, local service providers are informed that investments in support of nontraditional programs are desired, and state level accountability criteria will measure the results of the combined effort for men and women in nontraditional training and employment. Within the postsecondary system campuses can also apply for state leadership funds to replicate “best practice” nontraditional programs. (Refer to pages 34 and 38.) SBCTC may continue to supplement these activities with additional state leadership dollars.

<p>7. You will describe how funds will be used to serve individuals in State correctional institutions.</p>
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To ensure the state provides services for individuals in institutions, the Workforce Board approved 1 percent of leadership dollars for individuals in state institutions. For the transition year the funds were used to serve individuals in state correctional institutions with disabilities and to explore the best way for a small amount of money to support a more coherent and integrated system for vocational training within other state institutions for the disabled.

The Workforce Board continues the designation of the responsibility for the services within correctional institutions to the Corrections Clearinghouse at ESD. In the future the state will work primarily with this designation to serve individuals in state correctional institutions.

V. TECH-PREP

A.

1. Describe how each funded tech-prep program will be carried out under an articulation agreement between the participants in the consortium, as defined in section 204(a)(1) of Perkins III.
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All tech-prep consortia utilize their own articulation agreement. In addition, SBCTC in the administration of tech-prep has developed a statewide articulation agreement model for use by all consortia in developing articulation agreements across consortium boundaries. The statewide articulation agreement model for secondary/postsecondary articulation of tech-prep allows credits to be awarded across consortium boundaries. Participating community and technical colleges and four-year institutions in Washington will transcript credits for skills learned in high school based on this tech-prep articulation model.

Funding for tech-prep includes both federal and state resources. In many cases, the private sector is contributing funds to coordinate the efforts with other tech-prep activities. These include the Boeing Company, General Telephone and Electric, and increased involvement of the private sector. This involvement of the private sector is also bringing about increased interest and development of skill standards. SBCTC is developing technical degrees that reflect industry skill standards in a number of disciplines. While these efforts are largely state-driven, the tech-prep program is a catalyst for the partnerships forged in consortia and the ability to focus on specific competency-based and integrated curriculum activities.

Additionally, tech-prep is a partner with the state's efforts to advance the school-to-work system and the state's effort to develop industry-based skill standards. It provides the opportunity for a student completing a high school diploma to enter the workforce, continue to complete an associate degree/certificate program, or complete a baccalaureate degree program.

2. Describe how each funded tech-prep program will consist of at least two years of secondary school preceding graduation and two years or more of higher education, or an apprenticeship program of at least two years, following secondary instruction with a common core of required proficiency.

Tech-prep combines high school and community college instructional programs to provide college-level academic and high-level technical career skills. By partnering secondary and postsecondary education programs with business and industry, tech-prep offers students relevant learning that can lead to an associate degree, an apprenticeship, a four year degree, or employment in high skill/family wage and benefit employment. Tech-prep increases the student's opportunities and options as they relate to education/training and career choices. Tech-prep prepares students for today's globally competitive workforce and for lifelong learning. In Washington State, tech-prep has become an integral part of the state's education reform and School-to-Work Transition initiatives. Tech-prep reduces the dependency on the general track in secondary schools and replaces it with a more rigorous tech-prep career path, with a common core of occupational and academic skills and related work experience in their chosen career path.

3. Describe how each funded tech-prep program will meet academic standards developed by the state, link secondary and postsecondary institutions through nonduplicative sequences of courses and work-based learning, educational technology and distance learning.

Tech-prep has the same strong foundation in academic and technical skills through contextual learning curriculum that is standard across all education in Washington State. A strong base in mathematics, science, and communication forms the foundation on which the specific job-related technical skills are built. These academic courses use real-life examples and emphasize “hands-on” learning activities. This applied or contextual teaching approach matches the learning style of the majority of our target students (concrete learners). These courses are rigorous in their content while being understandable to the concrete learner. Course work includes the SCANS skills and the use of technology, preparing students to live as well as work in a technological society.

Washington State supported work-based learning opportunities for tech-prep students from the beginning of tech-prep. Consortia already include a work-based learning component in their programs. This is reflected in the local application. It is estimated tech-prep will advance the continued development of educational technology and distance learning. Refer to Exhibit 1, Postsecondary Local Application.

4. Describe how each funded tech-prep program includes inservice training for teachers that addresses the concerns of Perkins III.

Tech-prep conferences have been held annually from the beginning of the program. They have been used to promote tech-prep by offering professional development for teachers, administrators, counselors, business and labor representatives, state and local government representatives, tech-prep and STW coordinators, community organization, and special populations coordinators. Business and labor are active partners in identifying the education and training needed for today's workforce.

Work-based learning opportunities also exist for teachers. Businesses provide internship opportunities for students and teachers. Workplace applications for teachers is a project model that connects teachers to the world of work. Teachers work with their business partners to design lesson activities that bring workplace relevance to the classroom.

The State uses a tech-prep State Advisory Council to provide assistance to the state-level administrative staff and general recommendations about program operation. Issues of scale, institutionalization, sustainability, and the ability of students to access postsecondary opportunities will continue to be addressed and coordinated with the state's education reform and School-to-Work Transition initiatives, and skill standards initiative. Additional special emphasis projects include greater involvement of business and labor, parents, and community in rural areas, and enhanced inservice for teachers and counselors.

5. Describe how each funded tech-prep program includes training programs for counselors that addresses the concerns of Perkins III.

Tech-prep provides a comprehensive guidance and counseling program as an essential part of education for ALL students at ALL levels. Activities are designed to maximize each individual's educational, personal-social, and career development potential. It is a competency-based curriculum and counselors must understand all of the component parts to be able to best advise students. At both the secondary and postsecondary level continual effort is made to keep counselors informed and enthused about tech-prep options.

Counseling and training for counselors are an essential component in the success of our tech-prep programs. In order to provide for a comprehensive guidance and counseling program counselors are part of the professional development referenced above Section V.4.

Counselors are aided by a public awareness special project called "A Call to Parents." Information is provided to parents with current data on careers, higher education, job opportunities, and the need for planning for their children's education.

6. Describe how each funded tech-prep program provides equal access to individuals who are members of special populations.

Once again, tech-prep is a program of education for ALL students at ALL levels, and activities are designed to maximize each individual's educational, personal-social, and career development potential. The accountability system provides measures of performance by key special population categories as sub-categories of the core indicators.

There are currently 22 tech-prep consortia in Washington State. All of the community and technical colleges participate and each consortium employs a tech-prep coordinator. The tech-prep consortium coordinator is responsible for tech-prep activities, including funding and other resources and activities. Articulation agreements among consortia members are developed and maintained by the coordinator. For many colleges and school districts, these efforts existed well before the federal program. The coordinator and other individual consortium participants, including special population representatives, bring all of their energies and resources to accomplish the comprehensive tech-prep program in the state.

7. Describe how each funded tech-prep program provides for preparatory services that assist participants in tech-prep program.

Tech-prep provides information to parents and students about the effectiveness of the programs and practices that have been developed in consortia and school districts which help students envision the skills and knowledge that is desirable for participation in a tech-prep program.

Counselors are considered key in the effort of providing preparatory services. By combining individual assessment, labor market information, and program details students are able to choose tech-prep programs with a clear vision of what the four- or six-year programs are able to deliver and a clear road map of the path to those deliverables.

The state's education reform efforts contribute to the preparation of students entering tech-prep programs. It is designed to better prepare students for increased options for the final two years of high school. Tech-prep is one of those options.

B.

1. Describe the competitive basis for the formula you use to award grants to tech-prep consortia.

SBCTC is the administrative agency for tech-prep. A tech-prep Program Supervisor from OSPI serves as the liaison for the K-12 system. Project implementation involves 32 community and technical colleges, over 153 public school districts, 7 skills centers, several Native American and private schools and colleges, as well as Washington State University, Western Washington University, and Eastern Washington University. These schools, coupled with hundreds of businesses and labor organizations, form the nucleus of this state's efforts.

Initially, funding for tech-prep occurred by request for proposal (RFP) and resulted in grants to local consortia of community and technical colleges, K-12 districts, business and labor for either planning or implementation of defined activities. For the past several years, the state has funded the 22 consortia through a uniform grant application process to continue the progress and implementation of tech-prep. Additional funds are allocated for special projects to benefit all consortia across the state.

2. Describe how you will give consideration to applications that address the areas identified in Sec. 205(d).

These issues are addressed in local applications for funds. Refer to Exhibit 1 Tech-Prep Local Application. The Local Application for tech-prep programs outlines the state goals for tech-prep programs and on page 2 of the application acknowledges that these are generally consistent with the federal requirements of Perkins III. The application also requests that the grant applicant sign an assurance statement that includes the areas identified on Sec. 205(d) and demonstrate how the consortium will focus on (give special consideration to) these goals and meet all the elements contained in Perkins III.

3. Describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants.

The state ensures an equitable distribution of assistance between urban and rural consortium participants.

As indicated above consortium grants to each of the 22 consortia, whether urban or rural, are equal in dollar value.

4. Describe how tech-prep programs will be evaluated using your system of core indicators and levels of adjusted performance.

Tech-prep programs will be measured against the same core indicators used for the rest of the Perkins III programs. Refer to Section III. Accountability.

5. Describe how you plan to collect data to address the reporting requirements in Perkins III.

Tech-prep programs will be measured against the same core indicators used for the rest of the Perkins III programs. Refer to Section III. Accountability. In addition, the SBCTC is fostering a strategy for direct transcript transfers for Tech Prep students. When fully implemented this will enhance accountability of Tech Prep students through the use of the articulation agreements to better identify students as they transition from secondary to postsecondary.

VI. FINANCIAL REQUIREMENTS

A.

1. You will assure compliance with the requirements of Title I and the provisions of the State Plan, including the provisions of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs.

The state assures compliance with the requirements of Title I and the provisions of the State Plan, including the provisions of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs.

2. You will assure that none of the funds expended under Title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

The state assures that none of the funds expended under Title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

B.

1. You will describe how funds received through the allotment made under section 111 will be allocated among secondary and postsecondary vocational and technical education, or postsecondary and adult vocational and technical education, or both, including rationale for such allocation.

Washington State has three primary state agencies that are responsible for policy development, administration and oversight, and provision of vocational and technical education programs, activities and services. Those agencies are the Workforce Training and Education Coordinating Board, the Office of Superintendent of Public Instruction, and the State Board for Community and Technical Colleges.

The Workforce Board is the eligible state agency as designated by Chapter 238 of the Washington State Laws of 1991, Chapter 130 of the Washington State Laws of 1995, and as required in P.L. 105-332. In its capacity as the designated state board, the Workforce Board is responsible for the administration and supervision of federal vocational education in the state. Included in this responsibility is the financial capacity required to carry out all provisions and regulations of the Act.

OSPI has responsibility for secondary education in the state and provides for the distribution of funds to secondary schools, area vocational schools (skills centers), and intermediate educational agencies (Educational Service Districts). OSPI carries out the day-to-day administrative responsibilities for all secondary programs.

SBCTC has responsibility for postsecondary and adult education in the state and provides for the distribution of funds to community and technical colleges. SBCTC carries out the day-to-day administrative responsibilities for postsecondary and adult programs.

On December 14, 1999, the Workforce Board, after discussion at the previous meeting, took action on the distribution of the basic grant to the secondary and postsecondary delivery systems. After consideration of state conditions, state funding levels, enrollments, and national averages the Board voted to maintain the distribution percentages that have been in place since 1993. Refer to Fund Distribution Matrix on page 64. Eighty-five percent of the funds will be distributed to the local eligible recipients.

The Workforce Board also voted to allow OSPI and SBCTC to reserve up to 10 percent of their basic grant allocation to meet the requirements of the Act.

OSPI will delay the decision to withhold up to 10 percent of their allocation until after the current year's enrollments are entered into the OSPI database, and distribution to local eligible recipients can be determined and analysis made of the alternate formula. The distribution will be based on: (1) 70 percent—the number of 5-17 year olds who reside in the school district from families with incomes below the poverty line (as defined by the Office of Management and Budget), and (2) 30 percent—the number of 5-17 year olds who reside in the school district. [Note: This formula is an alternative proposal to the formula contained in Section 131 of the Act. Section 131 uses individuals 15-19 years of age. Data is not available in our state by this age cohort.]

SBCTC will reserve 10 percent of the state's share for postsecondary vocational education. The reserve will be used for rural areas and areas with high percentages of vocational and technical students. Rural colleges are small and serve poor and geographically large areas. The limited size of the rural colleges makes it more difficult to absorb changes than larger institutions in more affluent regions with more diverse economies and access to private-sector resources. The colleges with high percentages of vocational and technical students include the state technical colleges. The extra resources will enable accelerated development of new high-demand vocational-technical programs and to modify and improve current offerings to meet industry requirements and labor market demand.

Postsecondary Alternative Distribution Formula

The Perkins Act allows states to request modifications to existing allocation formulas to improve the distribution of resources to economically disadvantaged individuals. A review of the Perkins allocations to the college system over the past several years demonstrates how the existing Pell/BIA-based formula generates wide swings in funding levels to individual colleges, in some cases changing yearly allocations by up to 8.5 percent. Funding fluctuations create instability and make it extremely difficult for colleges to plan strategically how they will effectively serve vocational education students. Funding instability limits colleges' ability and willingness to implement new programs or services for the economically disadvantaged vocational students.

The SBCTC staff and State Vocational Technical Council developed a proposal for an alternative Perkins allocation formula that will enhance colleges' ability to serve economically disadvantaged individuals while increasing long-term funding stability. The Instruction Commission (Chief Instruction Officers) and the Washington Association of Community and

Technical Colleges (Presidents) endorsed this proposal. The new formula also introduces performance incentives for colleges to increase their production of work-ready individuals, which supports Perkins and state workforce development goals and supports efforts in rural communities and predominantly vocational institutions. Extensive research and countless data runs have evolved into the new formula, which consists of three levels.

- **Economically Disadvantaged Populations - 70 percent:** This is the average of the last three years of Pell/BIA as reported by the colleges, three-year average of Worker Retraining FTEs, and 98-99 Work-Based Learning tuition Workfirst headcount. (The WorkFirst factor will be moved to a three-year rolling average as additional years of data become available.) Worker Retraining FTEs from the last three annual year reports, and 98-99 welfare headcount. The use of three-year rolling averages increases funding stability by “smoothing” year-to-year variation in allocations to individual colleges. The addition of Worker Retraining and WorkFirst students provides a more complete picture of each college’s service to economically disadvantaged individuals.
- **Performance Incentives – 20 percent:** Vocational completer information from the 98-99 annual year report was used for the completer setaside. This portion of the allocation will be based on increases in the number of students prepared for work, as measured by the number of students completing programs and receiving relevant educational or skill credentials (same as Perkins and state core indicators). This factor creates an incentive for improved performance and focuses colleges on vocational programs that address skill gaps in the labor market. Colleges will be able to increase their relative “share” of these funds by working to increase the number of completers, creating an incentive for improved performances.
- **Reserve - 10 Percent:** The ten percent reserve will be use as described on page 73.

Because of the large differences in funding resulting from the change, the formula will be phased in over three years. This will give colleges time to adjust their new funding levels and insure that vocational students receive the services they require. The phasing-in is accomplished by adjusting the percentages between factors and limiting individual allocation increases and decreases according to the following schedule.

FY 01: Percentages are 80 percent base, 10 percent completers, 9 percent rural, and 1 percent high vocational numbers. Limits set at 15 percent for increases and 3 percent for decreases.

FY 02: Percentages change to 75 percent base, 15 percent completers, 9 percent rural, 1 percent high vocational numbers. Limits set at 15 percent for increases and 3 percent for decreases.

FY 03: Percentages change to 80 percent economically disadvantaged, 20 percent completers, 9 percent rural, and 21 percent high vocational numbers. Limits set.

FY 04: New formula fully implemented with no limits.

STATE FUND DISTRIBUTION TABLE

(Based on PY99 Allotments)

Total Availability	\$21,717,232
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Title I

Administration	5.0%	\$979,212 ⁷
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State Leadership	10%	\$1,962,495
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Nontraditional Services

(\$150,000)

State Institutions Services

(\$196,249)

Local Programs	85%	\$16,681,204 ⁸
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TOTAL	\$19,624,949
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Title II

Tech-Prep Administration	\$104,614
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Tech-Prep Programs	\$1,987,672
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TOTAL	\$ 2,092,286
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⁷ State Administration from non-federal sources will not be less than the preceding fiscal year amount of \$1,123,723 for all State Administration.

⁸ This amount indicates:

Secondary - \$7,339,730 (44 percent) and

Postsecondary - \$9,341,474 (56 percent)

Of the secondary, \$733,973 may be reserved for institutions meeting the requirements of Section 112(c).

Of the Postsecondary, \$934,147 may be reserved for institutions meeting the requirements of Section 112(c).

2. You will describe how funds received through the allotment made under section 111 will be allocated among consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation.

The Workforce Board annually reviews the distribution of funds. Beginning in the fall, policy issues are identified and a process of review is conducted through the spring on the selected issues. Action on distribution of federal funds generally occurs in May/June preceding each new program year. The Board decided that retaining the percentage distribution of 44 percent to secondary programs and 56 percent to postsecondary and adult programs would best meet the needs of Washington State.

OSPI and SBCTC provide sub-recipient allocations for their respective systems. As referenced above (See page 73) the secondary system for the second year of Perkins III and beyond is proposing using the distribution proposed in the Act with the exception of altering the age cohorts. The postsecondary system is proposing the use of a modified distribution formula that would more accurately implement the intent of the Act in the state of Washington. The formula presents a combination of factors reflecting disadvantaged populations and outcomes. (See page 73-4)

For the secondary system, the Workforce Board approved the continuance of granting waivers for local education agencies in rural, sparsely populated areas. This decision grants OSPI the authority to provide a waiver to any school district that meets the conditions contained in the local application. A definition of "rural and sparsely populated" and the application procedures and forms may be found in the secondary local application under section 6.

In the state, the fiscal agent for each tech-prep consortium is always the community college member of the consortium. Decisions on the investment needed at the secondary and postsecondary levels within the consortium are at the discretion of the local consortium.

VII. EDGAR CERTIFICATIONS

I hereby certify:

1. That the Workforce Training and Education Coordinating Board is eligible to submit the State Plan for Vocational Education as authorized under 34 CFR 76.104(a)(1) the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, as amended in 1998 (Public Law 105-332).
2. That the Workforce Training and Education Coordinating Board has the authority, under state law, to perform the functions of the state under the program.
3. That the state legally may carry out each provision of the Plan for vocational education.
4. That all provisions of the Plan are consistent with the state law.
5. That the Executive Director, specified by title in the certification, has authority under state law to receive, hold, and disburse federal funds under the Plan.
6. That the Workforce Training and Education Coordinating Board has adopted and formally approved the Plan on March 17, 2000, and reserves the right to make annual revisions as the eligible agency determine necessary.
7. That the Executive Director has the authority to submit the Plan once adopted or formally approved by the Workforce Education and Training Coordinating Board.
8. That the Plan is the basis for state operation and administration of the Plan.
9. Debarment and Suspension Certification – Appendix A
10. Drug-Free Workplace Certification – Appendix B
11. Lobbying Certification – Appendix A
12. Non-Construction Certification – Appendix C

The above certifications are in accordance with Section 76.104 of the Education Department General Administrative Regulations (EDGAR).

NOTE: Washington State terminated the Intergovernmental Review Process effective June 2, 1992.

Ellen O'Brien Saunders
Executive Director